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ABSTRACT

Sixteen social studies teaching units for Navajo beginning students through grade 4 are presented in this curriculum guide. Purpose of the guide is to promote the Navajo child's understanding of how he interacts with members of his nuclear and extended families, with peers and teachers within the school, with members of communities located in the Navajo Nation, and with persons in the larger, pluralistic American society. For each progressive grade level, units extend the context of human relationships. The theme for the beginner level is the school. The family in several cultures is studied in grade 1. Human interaction in the vicinity of the school and in urban and rural settings is the focus of grade 2. Community life is studied in grade 3, and relationships between man and the land are explored in grade 4. Throughout the units, the child studies the familiar culture first. Other cultures and settings are used to develop the social science generalizations around which the units are developed. Objectives for each unit consist of 3 categories: understandings or knowledge, attitudes, and skills. The content has been converted into a series of problems with many accompanying daily activities which can be selected and modified by the teacher in light of pupil characteristics. Objectives for each unit were developed from the Bureau of Indian Affairs' publication "Curriculum Needs of Navajo Pupils." Related documents are RC 005 057 and RC 005 058. (JH)

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NAVAJO AREA CURRICULUM DEVELOPMENT PROJECT

(Language Arts--Social Studies)

SOCIAL STUDIES

Grades: Beginners-4

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INTRODUCTION

The staff of the Navajo Area Curriculum Development Project has prepared in this booklet the working drafts of sixteen social studies teaching units for Beginners through Grade 4. A lengthy explanation of the nature of the social studies as we perceive it is neither appropriate nor possible for this brief introduction; however, the teachers of Navajo boys and girls, who will be using this booklet, should be aware of the Project staff's point of view.

The social studies is concerned with human relationships; that is, the instruction within the classroom should promote the Navajo child's understanding of how he interacts with the members of his nuclear and extended families; his peers and the teachers within the school; the members of the communities located in the Navajo Nation; and persons in the larger, pluralistic American society. All the units in this booklet deal with such human interaction. On each grade level the units extend the context of the relationships that exist among men. The theme for the Beginner level is the school. The family in several cultures is studied in Grade 1. Human interaction in the vicinity of the school and in urban and in rural settings is the focus of Grade 2. Community life is studied in Grade 3, and the relationships between man and the land he lives on is studied in Grade 4. Throughout the units the child studies the Navajo culture first because it is the one with which he is most familiar. Other remote cultures and settings are used to develop the social science generalizations around which the units are developed.

The objectives for each unit consist of three categories: understandings, or knowledge; attitudes; and skills. The content of each unit has been converted into a series of problems. For each problem there are many activities representative of the day-to-day classroom instruction carried out by the teacher. These activities can be selected and modified by the teacher in light of the characteristics of the pupils. As the children pursue the activities, they will arrive at their own answers to the unit problems. These answers can lead to the formulation of relationships that represent the objectives of the unit.

The Project staff has developed the objectives for each unit from the Bureau of Indian Affairs' publication "Curriculum Needs of Navajo Pupils." The needs listed in this publication were identified by the school, agency, and Area social studies committees.

The units in this booklet represent the work of many persons. It would be difficult to list everyone who has contributed his time and skill; and, indeed, it is perhaps impossible to guarantee that no one person would be overlooked if such a list were presented. The procedure for preparing the current draft of the social studies units brought together persons who have different roles in adult society and at the same time have a common concern and responsibility for the education of Navajo children. The procedure was planned before the writing of the units. The Navajo community knows the expectations they have for their children. Classroom teachers must adapt learning experiences to fit the characteristics of their pupils. Specialists and administrators are responsible for coordinating the work of many schools and for developing and maintaining curriculum policy.

During the fall of 1969, the Project staff, which included a Navajo teacher as a consultant, prepared the drafts of four units. The entire staff spent one week in December of 1969 visiting each agency, presenting the drafts, and receiving the criticisms and comments of teachers, specialists, and administrators. At each agency the staff also presented these drafts to many Navajo community leaders, parents, students, and teachers. When the staff returned to the University of Washington, they revised the four units in light of this feedback. As new units were written, the same feedback device was used. Members of the staff returned again to the Navajo Area in March and May of 1970. Feedback was obtained on the final four units during July of 1970 when the Chief of the Branch of Curriculum and Instruction spent three days with the staff in Seattle. This booklet to a significant degree then is the combined effort of many persons.

It is hoped that the Project staff at the University of Washington has been sensitive to the perceptions of the men and women who work daily with and for the benefit of Navajo boys and girls. It is also hoped that this booklet will be continually modified by those men and women in light of their experience in adapting the units to the social studies program for the Navajo Area.

August 1, 1970 T. K.

TEACHING UNITS: BEGINNERS THROUGH GRADE 8

The social studies teaching units are presented in two booklets: Beginners through Grade 4 and Grade 5 through Grade 8. The working drafts for all the units are listed below. This booklet contains only units for Beginners through Grade 4.

Grade	Theme	Teaching Unit Title
Beginners	The School	Safety in the School Learning about My School
One	When I'm at Home	The Family Group The Hopi Family The Family in Mexico
Two	The Neighborhood	The School Neighborhood The Rural Neighborhood The Urban Neighborhood
Three	The Community	The Economics of Community Life The Eskimo The Nomadic Community Community Life in the Netherlands
Four	Cultural Geography	The Navajo and His Land The Plains Indian and His Land The Southern California Indian and His Land The Kibbutz in Israel
Five	The Contributions of Indian Societies to the American Heritage	The Navajo Heritage The Pueblo Heritage The Iroquois Heritage The Pacific Northwest Indian Heritage
Six	Changing Cultures and People between Two Cultures	The Modernization of Mexico Unity and Diversity in Brazil The Industrialization of Japan Changing Village Life in India

Grade	Theme	Teaching Unit Title
Seven	The Navajo Tribe in American History	Navajo History, 1868-1970
		American Indian and Anglo-American Conflict in the Western United States, 1830-1880
		The Southwestern United States
		The Immigrant in United States History
Eight	Governments of the Western Hemisphere	The Navajo Tribal Council
		State Government in Arizona, New Mexico, or Utah
		The Navajo Tribe and the United States Government
		American Indians and the Government of Canada

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BEGINNERS

Theme: THE SCHOOL

Teaching Unit Title: SAFETY IN THE SCHOOL

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Wherever society exists man has set up lines of authority for the purpose of organizing for the safety of its members.
2. The school shares a responsibility with the family to preserve and maintain individuals so that future generations are assured.
3. The difference in patterns of safety between human societies is an outcome of cultural conditions under which a people live.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the purposes of safety procedures at school.
2. Become familiar with the specific safety procedures of the school playground, cafeteria, classroom, and dormitory.
3. Identify those adults who assist him in safety measures.
4. Recognize the services of those who work for his benefit.

Attitudes. To help the Navajo pupil:

1. Appreciate what others do for him.
2. Develop consideration for the rights, welfare, and safety of his classmates.
3. Respect the responsibilities of planning and working with others.
4. Develop a tolerant attitude toward others in his class and dormitory.

Skills. To help the Navajo pupil:

1. Increase his ability to express his ideas to others.
2. Follow verbal directions correctly.
3. Dramatize a song, poem, or picture story in front of others.
4. Interpret pictures on the basis of previous discussions.
5. Listen politely while other classmates share ideas and questions.

Suggested Initiation Activities

1. Gather books, pamphlets, and posters from the library that pertain to safety and, especially, school safety. Display these items on a table in the room. Make a safety chart that names room helpers who contribute to room safety and management. Select students for each position.
2. Have older pupils who hold positions of responsibility in the school come to your class. Have them describe their duties and how they observe safety rules while on the job. This can

be in Navajo or English, depending on the characteristics of your class.

3. Make a large outline map of the school grounds on butcher paper. Include outlines of all buildings and structures. Label the roads, the parking lots, and the playgrounds. Mount this map on a classroom wall. This map will be used during the unit as pupils identify points where safety is important and trace important routes on the school grounds that they follow.

Problem I

What do we know about the need for safety in the classroom and in the school?

Content

Special safety precautions are important wherever large numbers of people congregate. This accounts for laws requiring safe construction and the inspection of school buildings. Providing safe buildings where exits are clearly marked, the doors swing outward easily, and there are fire prevention measures does not make a school safe. People themselves must behave in such a way as to escape injury when they are gathered in large groups. Individual children must follow many regulations so that the safety of the entire student population will be assured. Approximately one-third of all accidents in school buildings occur in gymnasiums. A large number occur on the athletic field. Shops and laboratories present special hazards, but as many accidents occur on the regular school grounds as occur in the buildings.

Activities for Problem I

1. On the large outline map of the school grounds (Suggested Initiation Activities) write the names of the buildings and streets. Take the map with you when you leave the class for walks around the school grounds. Show the pupils the relationship between the abstract outlines on the map and the real buildings and grounds.
2. On the basis of activity No. 1, have different pupils come to the map to trace the route they would follow when going from a given location to another point on the grounds. Example: "Show me how you would go from this room to the lunchroom. Show me how to get from the dormitory to your class. Show me ...."
3. On the basis of activities No. 1 and 2, discuss with pupils the places on the playground where the need for safety is especially important. Go with the class to these locations. Example: Stairway leading to building. What would happen if several children coming down the steps began to push and shove one another? Elicit response from pupils. Sample: Someone might be knocked down. Ask: "What would happen then?" Pupils continue to enumerate possible consequences of this action. Ask the children to suggest behavior that would be safer for everyone. Sample:
    a) Students should try to walk safely.
    b) Look where you're going.
    c) Try not to push others.
4. On the basis of activities No.1 through 3, the pupils will dramatize the ways they have identified

as "safe" and "unsafe" behavior. Other children watching the dramatizations try to guess what the others are doing and where.

5. Take the children to the parking lot. "Why is it important to be very careful here? Look at the cars in the lot. Compare the sizes of children to the height of the cars and trucks. Why is it important to stay on sidewalks? Why is it important to stay out of the way of cars and other vehicles?" Pupils discuss in class and then draw or paint pictures of children acting safely around cars. Enlist the aid of older children to tell about safety measures around cars on the schoolgrounds.
6. Are there any places on the schoolgrounds that are off-limits to pupils? What are they? What are the reasons for these rules? Compile a list of rules that the children have been developing for parking lot procedures, stairways, and opening doors. Allow the children to draw pictures of these procedures and assemble them into a notebook. Explanations should be written by the entire class as a group.
7. What procedures have been identified as safe and unsafe during playground time? "Why are these important? Who made them? Why do you think they were written?" Take the children to the playground to play and discuss the rules. Emphasize the things they may do safely, rather than constantly referring to negative restrictions.
8. Discuss classroom regulations. "Why are certain rules important? What would happen if there were no procedures and everyone could do exactly as he wished? What would happen when he did something that interferred with someone else? How can everyone be protected?" Lead classes to understanding that just as a family has certain codes and expectations of members, so does the classroom have certain role expectations. Discuss the procedures in class that contribute to general safety. Do you agree with these rules? Discuss the rules individually. "What would happen if..?" Questions can be posed to the class to encourage the pupils to hypothesize outcomes.
9. Ask if any pupils in the class have very young brothers or sisters. (Or show a picture of a very young child.) "What kinds of things would your mother and father do to protect this child? What kinds of things would you do to protect a younger brother or sister?" As the children suggest ways, repeat these to the class so that everyone understands. Sample:
    a) Mother makes sure baby doesn't touch a hot stove or fire.
    b) I see that the dog doesn't play too roughly.
    c) Mother makes sure that baby doesn't swallow dangerous things.
    d) I try to see that he doesn't fall off my lap when I'm holding him.
    e) Mother, Father, and all of us make sure that he doesn't pull things down on top of him.
10. On the basis of activity No. 9, ask the class if there are things that older pupils and other adults in the school do to protect them. What are they? What would happen if no one looked out for younger people? Discuss the way safety is learned. How is the young child in activity No. 9 going to learn about the unsafe things in his home? Lead the pupils to understand that he is taught by the members of his family. He is kept away (forcefully at first) from dangerous things around him until he learns to look out for himself. What would happen if no one looked

out for him? The pupils can project results. How does the young child react to this "help" from others? He does not always like it. Why not? Why do the others continue to guide him, even when he does not like it? Have the pupils dramatize adults guiding children safely.

11. Have the children discuss the ways animal parents guide their young. Provide pictures of an adult animal and its offspring. "What things the young might want to do that would be unsafe?" Guide children to realize that adult animals often protect their young in much the same way that human mothers and fathers do. Encourage the pupils to discuss any pets or animals they have seen protecting their offspring.
12. "Suppose you are with your older brother and sister or your mother or father while herding sheep. What kinds of things do they do to protect your sheep from anything unsafe? Are there experiences you have had which show how you or one of your family kept your sheep safe? Why do you have a corral at home for the sheep? How does this keep them safe? What might happen if they wandered out onto the highway?"
13. On the basis of activity No. 12, ask the pupils how people caring for sheep safely is like the safety procedures at school? Discuss responses with class.
    Sample:
    a) Pupils may not know what is unsafe.
    b) There are older people to watch out for the pupils.
    c) The older children and adults are concerned about young pupils.
    d) The older children and adults know through experience what is safe.
14. Take the class to the lunchroom during noneating hours. Discuss with the cooks the safety procedures followed during the preparation and serving of food. What kinds of things are important for the safety of the women fixing the food? Discuss the safety devices on any appliances, the training the women have received in safety, the purpose of hair nets, the importance of washing hands, and the importance of clean uniforms. Watch them prepare food. "What do you see that is unsafe? How have they learned to use things such as knives and other dangerous tools? Why are young children told to be careful of knives? How can the pupils contribute to safety in the lunchroom?" Return to the classroom and write a picture story of what they learned about safety in the lunchroom.
15. Have the custodian come to the class to talk about the safety measures he follows during his job. If possible, have him take the class on the routine on his work, explaining what he does, why he does it, and what safety measures he observes. Dramatize his work and try to guess what he is doing.

Add your own activities:

Problem II

Who are the people in the school who look out for our safety?

Content

Because of the age and maturity of children in elementary school, the leadership for a safety program is largely assumed by adults. The success of any such program is predicated on the cooperative efforts of all children; however, many individuals contribute to the total safety program. These include dormitory supervisors in boarding schools as well as the school nurse or physician, the dentist, the custodians, the fire marshall, and the kitchen staff. The roles of the custodian and kitchen staff were explored in Problem I.

Activities for Problem II

1. Talk about the people who look after the children while they are in the dormitory. Discuss the role of the women and men who supervise the girls and boys when they are in the dormitories. What have you seen these people doing that adds to your safety? Discuss pupil responses. Sample:
    a) Try to settle any disagreements among pupils.
    b) Help anyone who is feeling sad or lonesome.
    c) Show us how to do things that are new or unfamiliar.
2. On the basis of activity No. 1, the pupils will dramatize a disagreement between two children in the dormitory. A third pupil can take the role of the supervisor trying to settle the dispute. Others can be bystanders, who add information when the supervisor asks other persons what happened. Then have the pupils change roles. Discuss how they felt when they changed roles.
3. On the basis of activity No. 2, discuss how the supervisor in the dormitory feels when he tries to decide who started an argument. "Is it hard for him to get the facts? How does he know who is right? How did you feel when you were acting his part? Did you feel differently than when you were acting the role of the pupils? Why do you suppose you felt differently? Do you think his job is always an easy one? Why or why not?" Write a picture story of the supervisor in the dormitory.
4. Pupils will discuss the role of the school nurse. Invite the nurse to the classroom to explain her duties. If possible, take the class to her office to observe the equipment. Have her talk about the ways she looks after pupil safety. Emphasize the rules and regulations the pupils enumerated in Problem 1. "What does she do when someone is hurt? How often has a child been hurt because he was doing something he knew was unsafe? What kinds of things can she do to help prevent accidents?" Encourage class discussion of safety and accidents. "Where do most of the accidents occur on the school grounds?"
5. Set up an imaginary nurse's office in the classroom. The pupils can take turns playing the role

of the nurse and the injured child.

6. Write a picture story of the nurse and how she helps children who are injured. "Are there other ways she helps pupils? What are they?" Include these in the picture story.
7. Assemble books and pictures of doctors and nurses helping patients. Have the pupils explain what they are doing in each picture. "How does the patient feel? Does he think the doctor and nurse can help him?" Have pupils recount experiences they have had at home when one member of the family needed medical attention. Share with the rest of the class. How have the medical people at home taken over the role of the family? "Are there things that the people at school do to you that your mother and father did at home?"
8. Discuss the role of the dental examinations at school. "How does this affect your health? Why are healthy teeth important? Why do you need teeth? What do other animals need their teeth for?" Have the dentist visit the class to explain his role in pupil health.
9. What is the importance of a fire drill? Have the fire marshall, the school principal, or the custodian visit the class to explain the necessity of fire drills. Rehearse the route followed by your class. "Where do pupils go when they are in the lunchroom? When they are in the dormitory? How do they know when it is a fire drill? What are the procedures established for fire drills? Why are they important? What would happen if they did not follow the directions? How would the fire be put out if one did start? Where would the fire fighters get water? From where would the fire fighters come? What would happen if the fire could not be put out?" Emphasize the importance of safety and the strong possibility that the fire could be contained rather than causing undue fear about fire in children.
10. If possible, have any fire-fighting equipment brought to the school for the children to observe. Discuss fire prevention. How can they help keep the school safe from fire? What kinds of things should they report to a teacher or supervisor? Examine a fire extinguisher. How does it work? Who should operate it?
11. On the basis of activities No. 9 and 10, compile a scrapbook entitled "Fire Safety in our School." Pupils can help write captions to pictures they make of fire prevention and practices in the school.
12. If there are any student patrols dedicated to safety, invite several members to come to talk to your class about their duties, rules, and practices. Discuss their presentation afterwards with the class. "What did they tell you? What do you remember most? What seems most important to you?"

Add your own activities:

Unit Resources

Classroom Material

1. Butcher paper.
2. Pictures of animals.
3. Crayons, pencils, and paints.
4. Construction paper.

BEGINNERS

Theme: THE SCHOOL

Teaching Unit Title: LEARNING ABOUT MY SCHOOL

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. School organization depends on each person performing certain tasks in a certain way at the same time that others perform different tasks.
2. Education and the schools are involved instrumentally in the process whereby a civilization and a culture are continually remade.
3. The transmission of the cultural heritage from one generation to another is a universal purpose of education.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the roles of school employees and how their efforts affect him.
2. Identify those adults with whom he is likely to have frequent communication.
3. Become familiar with the school plant so that he is oriented to directions and locations.

Attitudes: To help the Navajo pupil:

1. Appreciate what others do for him.
2. Appreciate the satisfying feelings prompted by doing for others.
3. Identify with the personnel of the school.

Skills: To help the Navajo pupil:

1. Follow verbal directions correctly.
2. Listen quietly while other classmates share ideas and questions.
3. Formulate questions to gain information and data.

Suggested Initiation Activities

1. Make a large outline map of the school on butcher paper and mount it on a classroom wall. Include outlines of all buildings and structures. Label the roads, the parking lots, and playground.
2. Make arrangements with school personnel for your class to visit different areas in the school. The adult may come to the class and take the children to his place of work. They can trace their route on the large map.
3. Using large sections of butcher paper or other inexpensive paper, have each child lie on top of the paper on the floor. A classmate or the teacher trace around the outline of the child. Cut out the figure. The individual pupil then adds details with crayon to indicate the face, the hair, the buttons, and the pockets. Display the completed figures. As school personnel are interviewed by

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the class, their figures may be added to the display. A variation of this activity is to restrict the size of the figures by using smaller paper. Each child is still responsible for the completion of his figure.

Problem I

What do we know about the school and the work people do in it to help us?

Content

The school is an institution created by society to transmit its accumulated knowledge and values to future members of that society. Not only does the school educate the young in accordance with its culture, it also educates to change that society and culture as it faces future crises. Ideally, the school seeks to maintain the best of the past and present and prepare for change in the future.

Activities for Problem I

1. The purpose of many activities in this unit is to acquaint the children with the roles of adult employees. It is important for children to associate the adult figure with both the duties the adult performs and the location of his work. The adult should come to the class and talk with the children about his responsibilities. The pupils should also go with the adult and observe work being performed in its location. The teacher can plan for these activities by listing all adults employed by the school and their responsibilities. Select only one person from each job category. From the list the teacher can determine the order in which the pupils will study the roles of the school staff. For example, the teacher might begin with himself because much of the daily pupil contact is with him. The teacher might begin with dormitory supervisors since they occupy a position closer to that of the child's parents. Arrange for dates of the adult visits and times. Discuss with the speakers the goals for the class and how each adult can help the children reach them. Refer the speakers to the list of objectives at the beginning of this unit. Additional objectives, reflecting the characteristics of a particular group of children, may be added. After the speaker has described his roles and the children have seen him perform some of his duties, the pupils can organize the data provided by each speaker.
2. On the basis of activity No. 1 start a class discussion. The teacher can begin by asking the following questions:

   Did this person wear different clothing for his job? What was this clothing? What did you see? What was it like? Have you ever seen anyone else wearing this kind of clothing? What was he doing? Was his job like the job you saw performed today? How was it different? How was it the same? What did you see this person doing today? What tools did he need to do his work? Does he work in more than one place? Do you think he likes his job? Would you like to do his work? Why or why not? How does this person help the school? What would happen if no one did this job? How would this affect you?

The teacher should try to ask questions that elicit more than simple yes or no responses from children. It may be helpful to ask children to provide specific facts to support their responses. For example, if the teacher asks the question, "Do you think you would like to do his work?" and a child responds, "Yes," the teacher can then ask, "What kinds of things would you like to do best?" so that the children learn to support their statements.

3. On the basis of previous activities, the pupils will work as a group with the teacher to write a summary story on the blackboard about the experience. The children provide the information for the teacher to write but they can be assisted by questions such as "Who did we learn about today? What happened first? What did you see? What happened then? Where did you go next? What was most interesting?" This will provide a sequence of events to the story.
4. On the basis of activity No. 3, the children will draw pictures of the experience. These can be made into individual student folders or displayed on a bulletin board. If the teacher elects to begin student folders, he may wish to provide a ditto copy of the story written in activity No. 2 to accompany the picture drawn by the child. When completed, the folder would then be a written and artistic account of the unit.
5. Begin a bulletin board display of the school staff. The students can make life-size drawings of the adult staff (See Suggested Initiation Activities).
6. Suggest role playing activities. A child can pantomime activities performed by one of the adults studied, and his classmates can guess who the child is imitating. If a pupil makes a correct guess, he takes the next turn.
7. Collect the various tools and equipment used by different school employees. Display in the room. These could be next to the bulletin board display suggested in activity No. 5, and yarn or colored raffia can connect the tool with the adult figure who normally uses it. The teacher can make a game using the tools by holding one up in the air and asking, "Who knows the name of the person who uses this?" If the students do not know the names of the adults well enough, the teacher should ask the children to simply name the position: Example:

Teacher Action	Student Response
Teacher holds up a set of measuring utensils------------------	"Cooks."
Teacher holds up heavy gloves or a broom---------------------	"Custodians."

The teacher can also ask the children to describe what the person does with that particular tool or piece of equipment.

8. On the basis of activity No. 7, the teacher can make a game called "Name the Tool." The teacher tells the students the particular job she wants to do and the students tell the teacher the tool she could use to accomplish the job. The teacher should describe only those jobs the children have seen performed by the adults studied during this unit. Example:

Teacher Statement	Student Response
"I am the nurse. I want to know your temperature."	"A thermometer."
"I am the cook. I want to keep my dress clean."	"An apron."

9. The class can do a project to benefit the school. This could be a school clean-up campaign, a "know your school" week, or some project that brings recognition to the staff and their responsibilities. Several classes may decide to sponsor this project. One suggestion for a clean-up project is to divide sections of the school campus among the classrooms and give a prize to the class which cleans their area best. The same plan could be applied to hallways, dormitories, etc.

Add your own activities:

Problem II

What do we know about our responsibilities to the school and to each other?

Content

The activities prepared for this portion of the unit seek to give each child an understanding about three aspects of social behavior: an awareness of the motives determining personal behavior; the importance of self-confidence; and an understanding of the causes and effects in interpersonal relationships. Much of the dialog between students in these activities will show each child that others in his group are much more like him than they are different from him. The unit is not designed to produce good manners in children. It is designed to help children develop in socially constructive ways, with solid feelings of identification, compassion, and empathy.

The purpose of the following activities is to reinforce responsible behavior patterns in students. The roles suggested are appropriate for classroom management. Students will learn several roles adding to their feelings of responsibility and power. One of the results should be increased self-confidence through socially constructive acts.

Activities for Problem II

1. Many of the roles to be assumed by students in the classroom are reflections of the classroom climate established by the teacher. Some teachers allow students to assume positions of responsibility in many more areas than other teachers. The important point is that in either case the tasks assigned students should be challenging, but the chances for success excellent.

   The teacher can list the classroom tasks normally assigned to youngsters. The list might include items such as: add the correct date to the calendar; pass out supplies: crayons; paper; straws; napkins; milk; etc.; messenger; collect papers; hang up paint clothes; head the line for recess.

   Assign students to tasks identified on the list. The teacher may wish to make a large list to hang in the classroom. Beside each task on the list a pocket can be made to hold name cards. The teacher has only to move the name cards as the tasks are rotated. By the end of the year, each child should have had the opportunity to perform each task.

The teacher should gather the class in a circle each day to demonstrate a task. Children are shown the sequence of the task and where to locate supplies. The class observes the teacher as she performs the task and again as the first child selected for the task performs it, the teacher may wish to allow children to volunteer for jobs. Ask the children: "If you were doing this job, what would you do first? What should you do next? Where do you go? What do you do last? What will you need for the job?"

2. On the basis of activity No. 1, gather the children in a cirlce to discuss the jobs performed. (Wait until all students have had a chance to do at least one task for several days before beginning this activity.) Begin the discussion by asking students: "How do you feel after you do your job? Are you helping others when you do your job? Who? How do you think they feel about your helping them? What other things could you do to help someone in this room? How do you think they would feel about this?"

This activity may require the assistance of older children or the help of a Navajo speaking adult.

3. Bring the pupils into a circle and show them a bowl of peanuts, candy, or jellybeans. The teacher says: "I am going to do something that is nice," and she presents a peanut to a child, naming the child and asking him how he feels about the gift. Obviously, few children will feel bad. Most are capable of getting themselves food by this age, but this self-sufficiency denies them the chance to learn they have the power to make someone feel good or bad. The teacher says: "Who wants to make someone feel good?" until all the children have given away a treat.
4. The purpose of this activity is to demonstrate to the class that something broken can be repaired. Distribute broken crayon-halves to the class which has gathered in a circle. Distribute masking tape to each child and help him repair his crayon. Ask the class: "How do you feel now that your crayon has been fixed? How would you feel if someone helped you fix a broken crayon some other time? How would you feel if you could help someone else fix his broken crayon? Think of other ways you could help someone else."
5. On the basis of activity No. 3, gather the children in a circle and ask some member of the group to tell about something nice he did for someone outside the circle. This activity can continue for two or three sessions. By this time the students should be asking each other: "What can I do for you that would be nice?" They are learning to inquire, consider, and respond.
6. On the basis of the preceding activities, ask the students to help write a story on the board about helping other people in their class. The teacher can begin the discussion by asking questions similar to the following: "What happened first? How did we first learn about helping each other? What happened then? How can I write that? What do you want to say next?"

Continue until the class has written a short summary of the experiences described in activities No. 1-4. This can be dittoed on the bottom half of a sheet of paper. The children can draw a picture to illustrate the class story on the top half.

7. Interview each student once during the course of approximately one week. Ask him to tell you personally about something nice he did for someone outside the circle. Write down what he says and help him to tell his own story about the incident. On the same piece of paper he can draw a picture of the event. The entire class can assemble these into a class notebook. Ask the class: "What should we call this notebook? Do you think others would like to see this notebook? Do you think others would like to hear about the nice things you did for other people?"
8. On the basis of activity No. 7, arrange to share the experiences of the preceding activities with another beginning class or a primary grade. The students may wish to explain and show their class notebook, or they may choose to relate personal experiences to others.
9. On the basis of the preceding activities, ask students to remember the different people in the school who do things for them. Gather students into a circle. Initiate discussion by asking: "Who were the people we learned about in the shcool? Do you remember their names? What were their names? What did (he, she) do for you? Did this help you? How? How do you think they felt? Have you ever felt this way? Have you ever done something nice for (him, her)? What was it? Can you tell us about it? How did you feel? Can you think of something nice to do for (him, her)?"

   Each student may wish to select one particular adult for whom to do something nice, or the class may wish to do something nice for the entire group of adults they have identified as school helpers. A short ceremony in the class honoring these adults may be the class decision, or they may wish to make small thank you cards with illustrations showing what they learned about their jobs. Some personal contact should be made between the adults and the children so that the children can experience directly the interpersonal relationship. In short, bringing the adults so honored to the classroom seems preferable to dropping something in a school mailbox.
10. On the basis of activity No. 9, students can be assembled in a circle again to reflect on the questions raised earlier: "How do you think they felt about the nice thing you did? What did he say or do that makes you say that? How did you feel when you did the nice thing for him? What can we say about the way we feel when we do something nice for another person?"

Add your own activities:

Unit Resources

Classroom Materials

1. Butcher paper.
2. Crayons.
3. Construction paper and scissors.
4. Tempera or watercolor paint; brushes.
5. Yarn or raffia.

GRADE 1

Theme: WHEN I'M AT HOME

Teaching Unit Title: THE FAMILY GROUP

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. The family is the basic social unit in most cultures and is the source of much fundamental and necessary learnings in a culture.
2. Every society develops a system of roles, norms, values, and sanctions that guide the behavior of individuals and groups within the society.
3. Culture is socially learned and serves as a potential guide for human behavior in any given society.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand that his family is responsible for most of what he already knows.
2. Understand that the society in which he lives helps form the behavior of its members.

Attitudes. To help the Navajo pupil:

1. Develop pride in the Navajo way of life.
2. Appreciate the similarities and differences of other family groups.

Skills. To help the Navajo pupil:

1. Use pictures as sources of information.
2. Acquire information through listening and observing.
3. Answer questions from materials heard or viewed.

Suggested Initiation Activities

1. Make a mural or bulletin board showing family groups. These may be outline figures or pictures from magazines and newspapers.
2. Gather and display books from the library or textbooks that picture family groups.
3. Display pictures of a Navajo family in different activities (in the hogan, gathering sheep, and preparing food). Write the Navajo Tribal Museum in Window Rock for materials useful for display purposes.

Problem 1

What do we know about the members of the Navajo family?

Content

The Navajo family is an extended family group. Included as family members are the mother, father, and their offspring as well as the grandmother, grandfather, uncles, aunts, and cousins.

The extended family is a closely-knit group. Navajo children look to many adult members of the extended family for guidance and learning. The child identifies closely with many individuals rather than with a single individual.

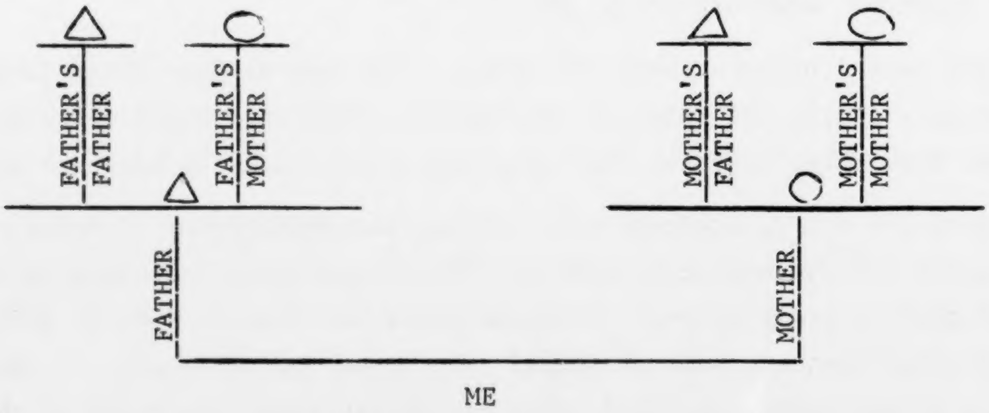
The first six years for a Navajo child are generally permissive. He is permitted to explore his environment freely. The movement of Navajo children from the family to the boarding school interrupts the traditional educational role of the family.

Activities for Problem I

1. Make outline figures of a man, a woman, a girl, and a boy of assorted shapes and sizes. The teacher holds up a figure and asks: "What is this?" An individual child or the class responds: "That is a man." The teacher leads students to the understanding and statement that "This man is a father;" "This woman is a mother;" "This boy is their child." The teacher continues to build an understanding of the extended family members, including older persons (grandfathers, grandmothers, aunts, and uncles). Note: As an initial activity, the teacher may wish the discussion to be in Navajo rather than English. This may be possible through community or parent aides. The teacher might also enlist the help of a youngster fluent in both English and Navajo.
2. On the basis of activity No. 1, the students will select those figures which represent the members of their own family. Each child picks out his family. The teacher can lead the discussion by asking questions: "Are our families the same? How are they alike? How are they different? What do all families in our room seem to have?"
3. On the basis of activity No. 2, children will examine the family in the reading text. They will select those figures representing that family. "How is this family like your family? How is it different?" This comparison can be extended to pictures selected from magazines and other books.
4. Discuss how animals teach their young. Rely on personal experiences of children with their own pets. Make picture charts of selected animals and make comparisons with humans. Students can draw pictures or make selections from books and magazines. The teacher can guide the discussion by asking: "What does the mother animal provide for the young? What does the father animal provide for the young? How long does the baby animal stay with the father and mother? Do animals talk to each other? What sounds do they make?"
5. Show pictures of a newborn baby. Ask students: "Why do babies need someone to care for them? What do people in your family do for babies? Why can't babies do these things for themselves? Do all babies need the same things done for them? What can we say about babies and the people who care for them?"
6. Have the children discuss how Navajo fathers and mothers teach their young. Rely on personal experiences of children with their own families. Many responses will be in direct contrast with the Anglo teacher's experiences as a child. Students should be allowed to express themselves freely and without contradiction. The teacher can guide the discussion by asking: "What does the Navajo mother provide for the young? What does the Navajo father provide for the young? How

long does the Navajo child stay with the mother and father? What are some of the reasons for Navajo children leaving their mother and father? What things do Navajo children learn from their father and mother?"

7. Discuss with the class: "Who are the members of your family?' Do the members change? How long do you live with a group of people before you become a member of their family? Can you still be a family member and not live with the rest of the family? Are you still a member of your family even though you live at school? Do you have to be related to be a part of the family?"
8. Each child can make a booklet entitled "My Home and My Family." This booklet can include data about family members, type of house, family rules, family duties, etc. Students can draw pictures of all family members and label specifically, such as My Father, My Mother, My Father's Brother, My Mother's Mother, etc. rather than simply Grandmother, etc.
9. Students can fill out a family structure sheet with the appropriate names of the family.



10. Discuss with class: "What would happen if your father and mother were unable to take care of you? Who would take their place? Would you move to their family or would they come to you? Would your brothers and sisters be with you? Have your father and mother ever taken the place of other Navajo fathers and mothers?"

Add your own activities:

Problem II

What are the different roles in the Navajo family?

Content

Men, women, and children are assigned certain roles in most Navajo families. Women's work includes cooking, caring for children, weaving, and cleaning the home. They may also assist in herding sheep. The man's work includes general management and nursing of livestock, selling livestock or trading goods at the trading post, providing a home for the family, and caring for corn. Children typically are responsible for herding sheep and goats, helping the mother if they are girls, assisting the father if they are boys.

THE FAMILY GROUP

Activities for Problem II

1. Enumerate and list with children the things they learn to do at home and the different people who teach them. This can be charted on the chalkboard or displayed as a bulletin board:

What I Learn	Who Teaches Me

   Children can draw pictures of them learning a specific skill and the person teaching them can be included. The chart can be a collection of such pictures or it can be a written chart. Children could also pantomime these things individually and/or in groups, and the others guess: "What is being done and who is doing it?"
2. Have the class draw pictures showing how children learn from each other and from their families. Display, with appropriate titles: We Learn to Gather Wood, We Learn to be Clean, etc.
3. Students boarding at school can discuss or make a chart or a mural showing how the roles of people in the family have been taken over by the school. The teacher can guide by asking: "Who are these school helpers? What are their jobs?"

   Have several of the school helpers visit the class. They can discuss their jobs and how they help the children by assuming the roles of the family. "Has the school taken over all the roles? What do they learn from other students that was previously taught by brothers and sisters?"
4. On the basis of activity No. 3, students will discuss the differences of roles within the family. The teacher can guide the discussion by asking: "Who makes these decisions in your family -----What kind of pick-up truck to buy? Where to graze the sheep? When to sell the sheep?----- Who would you ask about buying a pair of shoes? Who would you ask about...? Whan can we say about the kinds of things mother decides? What can we say about the kinds of things father decides? What can we say about the kinds of things I can decide for myself?"
5. On the basis of activity No. 4, the children will compare the habits and roles of family members with those that are displayed in other family groups in reading texts.
6. Make small puppets, stick figures, or dolls, Have the children act out roles of family members, showing how the family depends on the mother and father to provide and prepare food and shelter. Have the children act out life in the boarding school. Have them demonstrate how they are taught by school helpers.
7. Students can map out the hogan or house they live in. This is a good follow-up activity after visiting the hogan at the Museum at Window Rock, or just after a vacation so that the floor plan is familiar to them. Construct a hogan using clay or dough. Make the model about one foot in diameter. Directly above on a bulletin board, draw to scale the map version of the same hogan. Yarn or string connecting the three dimensional stove or doorway to the visual symbol on the map will help students understand the map. An older student may be a good teacher and assistant for this activity.
8. Ask children who go home for a weekend or vacation to find out about the childhoods of their father and mother. "What did they learn that is the same as you? Who taught them? What is different? Why do you think it is different? What is the same?" Other children can contribute

anecdotal accounts told them by their father and mother.

9. Students will enumerate all the jobs necessary to their family's way of life. Possible responses:
   1. herd sheep.
   2. drive truck.
   3. go to school.
   4. cook meals.
   5. weave.
   6. make clothes.
   7. play with baby.
   8. bring water.
   9. buy food.
   10. repair home.
   11. gather wood.
   12. go to job in town.
   13. play all day.
   14. pick up dishes.

   Students then place these into categories:

Father	Mother	Me	Brothers	Sisters	Baby
1, 2, 9, 10, 12	4, 5, 7, 9	3, 7, 8, 11	7, 8, 11	3, 7, 8, 11	13

   Are there some things that only the father does? What are they? Are there some things that only the mother does? What are they? Are there some things that only the children do? What are they? Are there some things that everyone does? What are they?

10. Draw pictures of "men's work," or "women's work," in your family.

Add your own activities:

Problem III

How does the family teach us the difference between "good" and "bad" behavior?

In all societies people are expected to behave in certain ways and to believe that certain behavior is "good" or "bad." Parents and relatives of the Navajo child direct expectations organized into roles toward the child. These role expectations are taught by both positive and negative sanctions.

Activities for Problem III

1. Show the class a picture of a small child doing something that children would agree he shouldn't do. Ask, "What do you think has happened? What will happen next? What will happen when the child's father finds out? What do you think he will say and do to the child? What would happen if the child's mother found him first? What do you think she would say and do to the child? Do you think either one of them will punish the child? Do you think he deserves to be punished? Why?"
2. Students can role play an episode where the father discovers the child exhibiting bad behavior; that is, contradicting the role expectations set forth by parents. This activity can be accompanied by the use of puppets, stick figures, etc.
3. Determining the family members who attempt to mold behavior: "In your family, are you punished by your father or your mother? Do both of them punish you? Do they punish you for different things? Does anyone else in the family punish you?" Have the students complete a chart. Categorize these instances of "bad" behavior according to who would punish the offending child: the father; mother; etc.

   Fell asleep while tending sheep.
   Didn't get up when called in morning.
   Refused to do what grandmother asked.
   Messed up house or hogan.
   Fought with younger sibling.
   Got into fight with older sibling.
   Teased dog.
   Didn't bring in wood.

4. "What is 'good' behavior and 'bad' behavior? Who teaches you the difference? Who teaches your

younger brother or sister? How do they learn the difference? How old is the Navajo child before he is expected to know the difference between 'good' and 'bad' behavior?" Students can make a chart divided into age groups (under 3 years, 4-6, 7-10, etc.) and fill with hand-drawn pictures of "good" and "bad" behavior for children in each bracket. Lead them to the understanding that younger children have fewer demands for constant "good" behavior and are often given more supervision and guidance in many situations.

5. "How are you rewarded for 'good' behavior? Who rewards you? How do they reward you? How do you feel when this happens? Draw a picture and tell the story accompanying it of some time when a member of your family brought attention to your 'good' behavior."
6. "What happens in your family if you and a brother or sister get into an argument? Do you ever fight? What happens then? What would your mother do and say if she saw the fight? What would happen if your father saw the fight? Are their reactions any different? If so, why do you think there is a difference? What do your father and mother say about the way you are to act toward your brothers and sisters? Why do you think they say that? What would happen if they were not around to tell you that? Would anyone else try to guide your behavior? What do you do when your younger brothers and sisters fight? Who taught you to do this? How is this like your father's reaction? How is it like your mother's reaction? How is it different from them?"
7. Have students act out examples of "good" and "bad" ways of behaving. Let teams of two children dramatize what they think is "good" or "bad" behavior and the rest of the class can guess what they are acting out. The class can also suggest what punishments are likely to be used and who will administer the punishments. For "good" behavior, students can guess what the rewards for such "good" behavior will be, and who will acknowledge such behavior.
8. Students will discuss how the school has replaced the family in providing sanctions and praise for "bad" and "good" behavior. "What does the teacher do to tell you that your behavior is 'good' or 'bad'?" Have students discuss their behavior in the classroom, lunchroom, playground, and dormitory. Who reinforces "good" behavior and punishes "bad" behavior in each of those situations?
9. Find a story in the reading text or a suitable book from the library in which a child is punished or reprimanded for "bad" behavior or rewarded for "good" behavior. Have students compare the method of guiding appropriate behavior and the person exerting the rewards or sanctions in the story and how it would be handled in their Navajo family.

Add your own activities:

Culminating Activities

The children can make a booklet of the drawings and written material gathered during the unit. Add student-composed descriptions of the unit and the concepts learned about the family. Arrange to mail the booklets to each child's mother and father.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Butcher paper and construction paper.
2. Scissors and crayons.
3. Tempera or watercolor paint.
4. Basal textbooks.
5. Magazines and newspapers.
6. Popsicle sticks, stuffing, and material for puppets.
7. Clay or mixture of salt and flour.
8. Yarn and string.

Sources for Teachers

K. Jackson, Homes Around the World, Silver Burdett Co., 1957.
Solveig P. Russel, Navajo Land--Yesterday and Today, Melmont, 1961.
H. S. Zim, Things Around the House, Morrow Publishing Co., 1954.

GRADE 1

Theme: WHEN I'M AT HOME

Teaching Unit Title: THE HOPI FAMILY

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Every society has a somewhat different way of living in families.
2. Although family functions vary from one society to another, from one group to another, from one group to another within a society, and over time, a number of functions are of importance in many families.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the function of the family group as a means of socialization.
2. Understand the delegation of responsibilities within a family and how these responsibilities achieve the purposes as set forth by the family.
3. Understand how certain role behaviors are assigned to family members on the basis of age and sex.

Attitudes. To help the Navajo pupil:

1. Appreciate the cultural contributions of other cultures.
2. Accept change as inevitable and as a means of achieving goals.
3. Develop a curiosity about social data and human behavior.

Skills. To help the Navajo pupil:

1. Set up and test hypotheses against data.
2. Gain information by examining pictures and listening.
3. Categorize and draw inferences from data.
4. Interpret maps and globes.

Suggested Initiation Activites

1. Gather children's books describing Indian societies of the Southwest. Arrange a display that reveals pictures of ancient Hopi dwellings and family gatherings.
2. Collect and display pictures of the geographic setting of northeastern Arizona.

Problem I

What do we know about the Hopi villages and people of long ago?

Content

The first Hopi villages were most likely the oldest continuously inhabited ones in North America. During pre-Columbian times direct rainfall was insufficient, but spring water was satisfactory for the raising of maize. The only domestic animals were turkeys and dogs. Turkeys were not killed for meat but kept as pets to supply ceremonial feathers. Cotton was grown for weaving. The trading of agricultural products and textiles yielded skins, nuts, meats, and baskets from food-gathering people living in surrounding areas. Turquoise beads were made as were stone axes, knives, and arrow points.

Activities for Problem I

1. The purpose of this activity is to help the children become aware of the location of the Hopi people. In order for children to comprehend the meaning of the state of Arizona, it is imperative for them to understand that every place is related to other places in both location and site. The teacher can use a few readiness activities such as showing children different sized enlargements of the same picture (or take an apple and allow children to hold it up close to their eyes and then far away). Then, ask the children where they are now. Write responses on the board in simple title form. Go from the immediate to the remote. For example:

   We are in Mrs................room. We are near the town of..........
   We are in....................school. We are in the state of...........

   Continue to extend with children as far as is possible. If they can continue to the United States, locate this on the globe. Refer again to the principle of the apple close to them and then far away.
2. Show students a globe. Compare this to a wall map of the world. The flat map is not as accurate as the globe, but it is more convenient. This is difficult to explain to students, but it is graphically illustrated by the use of a rubber ball, grapefruit, or orange. Just as the surface of the earth is shown by the model of the globe, so the surface of the ball, grapefruit, or orange is the surface of that object. We can see that it is round. But it is not always easy to carry around a ball or globe. A map is easier. "Why?" Elicit from the children that a small map can be rolled or folded and put away.
3. On the basis of activity No. 2, students will learn the difference between the land and water masses as shown on a globe and a wall map. "What are the colors used to show land? What color is used to show water? Where do you think the water is deepest? How can you tell? How can you tell where the mountains are located on the maps? How do you know that? What do the colors tell you?"
4. Using a globe, the teacher will point out the poles and the equator to students. "Where is it the coldest? Where is it likely to be warm?" Draw a large circle on the board. Students will tell the names of the poles, the equator, land bodies, and water. The teacher can draw these in free hand. Actual names of land bodies and oceans are not necessary; however, students should be able to distinguish between the two on a globe. Make this an individual or a class project.
5. Students can make their own globes. Blow up small balloons. Try to select those of a symmetrical shape rather than long forms. Fasten the balloon securely to the desk with masking tape over the mouth of the balloon. Strips of newspaper or paper towels soaked in either starch or flour

paste can be used to cover the surface of the balloon. Overlap the strips in a crisscross fashion. Remove the balloon from the desk and allow it to dry. When the papered surface is completely dry, the balloon may be popped by pricking with a pin. Provide outlines of the major land and water bodies. This activity requires considerable teacher time, but can be done with the help of older youngsters working closely with younger students.

6. On the basis of activity No. 5, point out the North American continent. Locate the state in which students reside. Locate the state on both a wall map and a globe. The teacher can cut out a silhouette of the state. Students can fit the silhouette over their state on the wall map. Silhouettes of adjoining states can be made, and the students can try to correctly place them around their state.
7. "The people we are going to study lived long ago. They lived in Arizona. Is that the name of the state in which you live? Is that the name of one of the states next to your state?" Point out Arizona on a wall map and globe. "Is it near the North Pole? Is it near the South Pole? Is it near the water on the globe?" Locate Oraibi on the map.
8. Show pictures of the Hopi family of long ago: mother and father; older daughter; younger daughter; son; mother's mother; her husband; and mother's sister's family. Students will fill in the names of the same people in their own family. The teacher can draw large outline shapes of these people to refer to during this activity.
9. On the basis of the photographs in the initiation activities, students will describe the landscape around the village of Orabai. "Does this look like the land around here? Show how it is the same. How is it different?" Review that it is located in the same state (or adjoining state), and this means that it will probably look similar to the land children are already familiar with. Review or introduce words such as cliff, mountain, desert, canyon, and mesa.
10. We know that the Hopi people we are studying lived long ago. "What does this mean? Think of your family. Who is the youngest person in your family?" Take one child's responses and list on the board the youngest, next youngest, and so forth through his family until both mother and father have been included. It may be helpful for children to remember who is the largest among their siblings. "Who is the oldest in your family? What about your grandmother and grandfather? Are they older or younger than your mother and father. How do you know?" Make a time line on the board to show the relationship between the ages of the people in the family.

Sample:

1910 1920 1930 1940 1950 1960 1970

Grandfather born
Grandmother born
Father born
Mother born
Brother born
Sister born
I am born
Now

Relate the time of the Hopi under study to give youngsters an understanding of the meaning of "long ago."

11. "Look again at the pictures of the Hopis. Remember that these people lived long ago. They all live in rooms in their pueblo. They all live together. From the pictures, what can you tell about the pueblo? Does it look like the kind of home you live in? How is it similar? How is it different? Your family today needs a place to live. The Hopis of long ago needed a place to live. They may look different, but they are really alike in many ways." Students can compare the pueblo to the homes in which they live. Draw a picture of a pueblo.
12. Have students discuss the kinds of furniture they have in their homes. Review the names of the pieces of furniture. Examine a picture of the interior of a Hopi home. The Hopi had little furniture. Mud fireplaces were used for cooking, handmade jars stored water, a bench or two was used to sit on, a stone grinding mill was used in food preparation, and blankets or skins spread on the floor served as beds. "What things did the Hopi have in their homes which are like the things most Navajos have in their homes? What things are different?" Illustrate points of similarity and uniqueness with student drawings. This can be made into a folder or class notebook.

Add your own activities:

Problem II

What do we know about the work of the Hopi family of long ago?

Content

All members of the Hopi family had specific jobs assigned to them. The women were responsible for the grinding of corn, cooking meals, and taking care of the children. They also wove baskets. The men farmed and tended crops, hunted, and presided over religious ceremonies. They also made clothing.

Activities for Problem II

1. Review with the children the roles and kinds of work the members of their family perform. Show pictures of Hopi working at various tasks: basket weaving; making moccasins; gathering fuel; raising beans; grinding corn; and threshing peppers. "From the pictures you see and the materials read to you from stories, what can you say about the work that the Hopi father of long ago did for the family?" Students will enumerate the roles expected of the father. Proceed through the rest of the family members.
2. On the basis of activity No. 1, the children will compare the jobs of their own family members with those of the Hopi family of long ago. "What jobs are the same? What jobs are different? Do you think the jobs then were harder than they are now? What makes you say that?"
3. Students will make a clay vessel. Demonstrate using the coil method. Fire and glaze if a water-tight container is desired.

4. Locate books that illustrate Hopi arts and crafts so that students can become familiar with typical patterns and designs. When this activity is complete, ask the students where their family water supply is stored? The Hopi stored water in tanks of rock or clay. Compare this to the Navajo way. How does the school store its water? The Hopi also used large tanks to hold enough water for irrigation. Why is water important for plants? What happens if plants are not watered? A science experiment comparing the growth of plants with variable amounts of water could be planned.
5. On the basis of activities in the teaching unit, The Family Group, review the ways Navajo children are taught good and bad behavior. All families try to show the children the difference between good and bad behavior. They want the children acting in certain ways. Even though the Hopi family wanted the children to show good behavior, it was not the father who punished the children. Usually, it was the mother's brother. "Who would that be in your family?" Punishment was sometimes a spanking. Sometimes the children would just have a talk with the adult. It was the father or mother who rewarded good behavior. "How is this like your family? How is it different?"
6. "What kinds of things do you think are good behavior for a Navajo child? What kinds of things do you think are bad behavior for a Navajo child?" Refer to the activities in the teaching unit, The Family Group. Hopi children of long ago were taught many things about getting along with other people. They were taught not to get angry with others, getting into arguments, or fighting. "Are you taught this by your mother and father? What happens when you do none of those things? How do you learn to become a "good" person?"
7. Show students pictures of a Kachina. "What is the Kachina similar to that you know?" Art activities can be developed.
8. Pupils will discuss how arguments are settled between children in a Navajo family. In a Hopi family, a tug of war was often used to settle arguments. Children were taught never to fight. "How is this like your family? How is it different?"

Add your own activities:

Problem III

How are things different for the Hopi family of today?

Content

In many ways the Hopi way of life remains the same. Basically, they tend to be less self-sufficient. For example, they do less weaving today and buy their clothing at stores. Metal implements have replaced wooden tools. From the Spanish the Hopi learned to make adobe bricks. Many of their homes use this material. Some Hopi homes have modern conveniences associated with electricity. Hopi children attend school and are responsible for bringing new patterns into the family relationships.

Activities for Problem III

1. Discuss with the students the concept of change. "What are some of the things you have heard your mother, father, grandmother, or grandfather tell you about their childhood that are different from your experience?" Have students share the information. "What things were the same as your experiences?" Students can make a chart showing pictures depicting the way they recall relatives having described their childhoods and the way the students have experienced similar things.
2. On the basis of information shared in activity No. 1, the children will draw pictures showing "Things my mother did when she was a child" and "Things I do." Students can substitute different adult members of their family for the mother.
3. Read The Indian and His Pueblo or a similiar book to the class. Students are to be able to identify all the ways that life has changed in Hopi life.
4. On the basis of activity No. 3, students will review all the ways the Hopi way of life has changed. This can be written into a story composed by the members of the class. The students should also listen for the ways of life that have remained unchanged.
5. On the basis of the preceding activities, students will dramatize the following topics: "The Hopi change their way of life" and "The Hopi keep some of the old ways." Students can create a diorama depicting either of these two themes.
6. Students will discuss some of the things they do differently now that they are older. They can relate change to a passage of time in their own lives. What things change from year to year? Students responses: car styles and new models in electrical and electronic lines such as television, etc. Clip advertisements in newspapers showing new models and changes.
7. On the basis of activity No. 6, students will trace the changes in models of automobiles, trucks, and airplanes. This can be a pictorial representation gathered from texts. "What changes can you detect? Why do you think these changes occurred? Is there any similarity to the changes the Hopi have allowed in their lives?"
8. Students can make a scrapbook of pictures, drawings, and summary statements about the Hopi Indians. This information can be classified according to categories established by the children.

Add your own activities:

Culminating Activities

Send a package to the Navajo Tribal Museum at Window Rock that includes student drawings, writings, and a brief summary of the unit. Suggest ways in which material from the museum was particularly helpful and perhaps offer suggestions for ways in which they could perform additional services to the schools.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Butcher paper and construction paper.
2. Crayons, scissors, paste, and glue.
3. Tempera and watercolor paint; brushes.
4. Writing paper and pencils.
5. A globe.
6. A map of the United States, the world, and the Southwest.
7. Balloons and masking tape.
8. Newspapers, paper towels, and wheat paste.
9. Clay and glaze.

Sources for Teachers

Louise and Richard Floethe, The Indian and His Pueblo, Scribner, 1960.
Delaine and Harold Kellogg, Indians of the Southwest, Rand McNally Company, 1939.
Edward A. Kennard, Little Hopi, Haskell Institute, 1948.

GRADE 1

Theme: WHEN I'M AT HOME

Teaching Unit Title: THE FAMILY IN MEXICO

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations.

1. Although family functions vary from one society to another, from one group to another, from one group to another within a society, and over time, a number of functions are of importance in many families.
2. Families differ as to the way they are organized to carry out functions.
3. People tend to move from areas of lesser to areas of greater economic opportunity.
4. The poorer a family, the greater the proportion of its total expenditure used for food.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the socialization function of the family group.
2. Understand the universality of certain human needs.
3. Understand how technological invention and expansion have demanded new skills.

Attitudes. To help the Navajo pupil:

1. Appreciate the cultural contributions of other cultures.
2. Appreciate art forms as an expression of changes in religion, government, and social ideals.

Skills. To help the Navajo pupil:

1. Gain information by examining pictures and listening.
2. Categorize and draw inferences from data.
3. Recall and differentiate items from raw data.

Suggested Initiacion Activities

1. Gather books, artifacts, articles, pamphlets, and book jackets from the library describing Mexico. Arrange them into a classroom display.
2. Locate community resource people who are willing to come to class to share their ideas and experiences in Mexico with students.
3. Contact the art, music, and physical education specialists about the unit so that they may suggest appropriate activities in their areas to integrate into the social studies unit.
4. Compare the size of Mexico with the United States on a map. Show its relationship to and distance from Navajoland.

THE FAMILY IN MEXICO

Problem I

What do we know about traditional family life still found in Mexican villages?

Content

Mexico today can be described as an energetic country with new industries, a rapidly-growing middle class, increased prosperity, and ambitious goals; however, practically all progress is confined to about a half dozen areas in Mexico. The rural population is at the bottom of the economic pyramid. People flocking from the countryside to find work in the cities are poorly trained and unskilled. Vast slums have been built on the edge of cities which house the jobless. In the villages life remains relatively unchanged. Corn is still the staple crop. Rural people eat little meat. They depend on agriculture (using unsophisticated tools and technology) for a living. The government is introducing new agricultural ideas but production still lags behind need.

Activities for Problem I

1. Assemble pictures of Mexican people in both rural and urban scenes. Pictures should depict a wide range of activities and age groups. Ask the pupils to find pictures that show scenes that look like their own homes, families, and settings. Then have the pupils find pictures that show land resembling their own.
2. On the basis of the pictures used in activity No. 1, (in addition to any books, encyclopedias, and pamphlets) have students compare the physical characteristics of the Mexican people and the Navajo. First, have students make a list of the characteristics of the Navajo. Do the same thing for the Mexican. Then compare the two lists. "How are the two the same? How are they different?"
3. On the basis of activity No. 2, ask the students if they found pictures of the people of Mexico which showed people who looked different from the list of characteristics they suggested. "In what way are they different?" (Students may suggest skin color, style of hair, clothing, etc.) Suggest that the skin colors may be due to the fact that although all people in the pictures are Mexican, some are Indian and some are Spanish. (Note: about 15% are pure blood Indians; 75% are mestizos or mixed Indian and Spanish; and the remainder of the population are pure Spanish.)
4. On the basis of the pictures used in previous activities, have students group pictures according to "city life" and "village life." Students should be able to justify their selection. The teacher can ask: "Why do you think this beloags in the city group? What makes you say that? Why do you think this belongs in the village group? Are there any pictures that don't seem to go in either group?"
5. Tell students, "We are going to learn about the people who live in small villages." Select appropriate books from the library which tell stories and show illustrations of village life in Mexico. Read to the class and discuss the story.
6. Discuss the food eaten by most village families in Mexico. (Corn is Mexico's biggest food crop. Its flour is used to make the tortilla, tamales, enchiladas, tacos, and pozole (mush). There are machine-made tortillas, and white bread is replacing the tortilla in the city, but in most villages

the mother makes fresh tortillas daily. They are the staple of Mexican food.) Mexican food is quite easy to obtain in most large grocery stores. It comes canned and frozen. Prepare one sample of Mexican food for the class to taste. Even a simple appetizer such as canned refried beans with tortilla triangles would be suitable.

7. Discuss the occupation of most village men. (They are closely tied to agriculture.) Ask the class: "How is the Mexican villager (the fathers and mothers) like your fathers and mothers?" Students can discuss as a class. The teacher lists their responses on the board: Possible responses: "The father might herd or take care of sheep. The father works outside most of the time. The mother works in the house. The mother fixes the food they eat."
8. Students will compare the type of clothing worn by the villagers with the clothing worn by their mothers and fathers. Show the class pictures of typical Mexican villagers. Ask students: "What do you see? Can you name one thing they are wearing?" After students have listed many items, have them compare the clothing to that worn by their mothers and fathers.
9. On the basis of activity No. 6, 7, and 8, students will draw a picture of a Mexican villager working or eating. Display drawings as a bulletin board.
10. Students can have the opportunity to dramatize different tasks villagers typically perform. The remainder of the class can guess what they are doing; the winner becomes "it."
11. Students will examine the kind of cooking utensils used by village women. Most of these are made of pottery. If possible obtain a film showing the arts and crafts of Mexico. Discuss how the woman forms clay vessels.
12. On the basis of activity No. 11, students will form clay objects. They might be encouraged to form shapes which could be used to serve or hold food or they might choose to make an animal, bird, etc. Glaze when students wish to have the object water-proof.
13. Show pictures of village women weaving. "How is this like the weaving your mothers do? What can you say about another way the Mexican village mother and the Navajo mother are alike?" Students will draw a mural of the Mexican village mother performing different tasks. Use tempera and crayon.
14. Discuss the use of adobe. Ask how many students have seen adobe? Adobe can be made in class by mixing straw and mud and allowing it to dry in the hot sun. Students can make a form of wood to use. The form can be quite small so that when many adobe blocks have been made they can be used to construct a village home.
15. On the basis of activity No. 14, the students will construct a village home with the adobe blocks. Collect pictures showing the interior and exterior of village homes. Have students draw parallels between the pictures and their own homes. "What can you say about the ways they are the same? The ways they are different? What do both homes do for the family? In what ways are the needs of the Navajo family and the Mexican village family alike?"
16. Have students discuss the way their mothers obtain food for the family meals. "Where does she buy the food she needs? How does she get there?" "Write a story with the class to describe how their family goes shopping. Compare this to pictures and illustrations through films and

filmstrips which show the village market. Have students note the kinds of things sold, the clothing worn, the way the shops are arranged, etc. Compare this to the way the Navajo shops. "What are the differences? What are the similarities? Why do both families need to buy food? What can you say about the needs that both families have?"

17. Discuss village education. (Education is very important to Mexico: more than one-fifth of government expenditures is for education. In order to attract more teachers to small villages, living quarters are built to one end of new schools.) Tell students about the latter fact and ask, "How is this like your school." "How is it different?" Many village schools also offer literacy classes for anyone in the village. "Why do you think mothers and fathers would want to go to school?" Draw pictures of both Navajo and Mexican village schools.
18. Besides pottery making and weaving, many other crafts are made in villages by both men and women. Investigate the basketweaving, tin crafts, rope and hair braiding, leather work, silver and jewelry work, and glass production. Consult the art specialist for films that depict one or more of these arts.
19. Students will discuss the role of the father and mother in teaching their children the customs of the village, the preparation of food, the management of livestock, the care of crops, i.e., the Mexican way of life as understood by the father and mother. "How is it that the children we have studied don't live the way you do? How is it that you don't live like the villagers do? Who has taught you? Who has taught the Mexican village children? What seems 'right' to you? What seems "right" to them? What can we say about the things fathers and mothers do to teach their children about life around them?" Engage students in class discussion to examine these questions.
20. Review with the students some Mexican holidays. Show pictures and read stories from the library about fiestas and celebrations. Students can form small groups to role play one of the fiestas. This may be a suitable presentation to another classroom. Does the Navajo have any holidays which compare to those studied? Discuss in class and draw parallels.

Add your own activities:

Problem II

What do we know about the way of life in a large city of Mexico?

Content

In contrast to the small villages, several parts of Mexico have large cities. Eighteen cities had more than 100,000 people during the last census (1960); Mexico City has over 3 million. New skyscrapers often house ancient Indian art. New apartment complexes attest to the growing middle class. Shopping centers have replaced the village market, automobiles and trucks the burro. Both city dwellers and village residents have strong ties with their heritage. But the city is more closely identified with the growing industrialization.

Activities for Problem II

1. Refer students to early activities in Problem I. Review with them the pictures they grouped into "city life" and "village life." On the basis of those pictures, have students compare the clothing worn by the people on the city street to that worn by villagers. Ask: "What do you see? How is this clothing different? Is this clothing more like the clothing worn by your mother and father than the clothing worn in the village? What makes you say that?" Discuss the similarities and differences with the class. Ask: "Who can give a short summary about the likenesses and differences between these three groups of people?"
2. Find books in the library which tell of boys and girls who live in one of Mexico's large cities. "How is their clothing different? Is it more like their parents' clothing or your parents' clothing? What does this tell you about how children learn to think one way of dressing is right? What would happen if one of these children from the city moved to a small village in Mexico? What differences would he notice about the clothes he wore as compared to the village children? What do you think the village children would notice about the new boy's clothing?"
3. Students will draw a picture of a boy or a girl from the city meeting children in a village for the first time, reverse the situation and have a village boy or girl visit the city.
4. On the basis of activity No. 3, students will role play a situation similar to the one described. They can tell the rest of the class how they felt in a new setting and the different things they saw.
5. Discuss the food eaten by a boy or girl from a middle class family in a large city. (Although corn is still available for use, it is largely replaced by packaged white bread or machine-made tortillas. Because of refrigeration available in most middle class homes and in the markets, fresh fruits and vegetables are always available. A wide variety of meat is available for the same reason. Milk is purchased in bottles or paper cartons as contrasted to milk in villages which is poured each day into a large container near the front door by a milkman.) Point out the differences in the way the mother prepares the food in the city. She is apt to have a modern electric stove with a sink, running water, and all the new electrical conveniences. "How is this different from the village mothers? Where does the city family eat? How is the furniture you see in pictures of both the village and city different? What can you say about the differences between the two groups? the similarities?"
6. Discuss the occupations of the middle class city men. (They are usually employed in positions which are governmental, industrial retail, technological, or managerial. "How are these jobs different from the ones performed by the men in the village? How are they different from the jobs performed by your father? How are they the same? What can we say about the work done by the men? How does each family depend on the father?"
7. Students will compare the role of the woman and mother in the city as compared to the women in the village. Through the use of books, films, and filmstrips about the city way of life, ask students these questions: "How is the work done by the woman in the city like the work done by

the woman in the village?" Possible student responses (List on board):

She still fixes food for the family.
She helps take care of the children.
She helps her husband by washing for him.
She gets food for the family.

Ask: "How is the work done by the woman in the city different from the woman in the village." Possible student responses (List on board):

She buys bread instead of making tortillas.
She has hot and cold running water.
She has a wood and carpet floor instead of dirt.
She has electricity for light and equipment in the kitchen.

8. On the basis of earlier activities, students will draw pictures which depict the way of life in the city (among middle class Mexicans). Compile into a notebook to be displayed in the room.
9. Through the use of pictures of city buildings, especially individual homes and apartment buildings, students will compile a list of the kinds of materials used in the construction of the buildings. Compare this to the adobe bricks. Obtain samples of the kinds of materials identified to show to the class. Construct skyscrapers in the classroom using cardboard boxes, tempera paint, and crayons. Several tall buildings can be assembled to form a city block.
10. Schools in the city are different from those found in villages. They are located near the children's homes so that students walk or ride a bus, but they return home each afternoon. "How is this different from the way your school is arranged? How is this different from the way the village school is arranged? The teachers live in their own homes away from the school itself, but still in the city. How is this like your teacher? How is each different?"
11. As in activity No. 19 in Problem I, discuss with students the role of the father and mother in the city in teaching their children what is the normal way of life. "For whom is it normal? For the child in the village? For you?"

Add your own activities:

Culminating Activities

Have a pinata party to observe the completion of the unit. Make this with the class using stiff tag board to form the shape of the pinata. Cover the outside of the pinata with shagged crepe paper in bright colors. Through the last opening, pour nuts, wrapped candies, etc. Suspend the pinata from a rope which can be raised and lowered. Blindfold pupils who have been given a stick or broom to hit at the pinata. When the pinata is broken, all children scramble to get the prizes. See the art specialist for assistance and suggestions.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Resource books and pictures from the library.
2. Crayons, paints, scissors, and paste.
3. Butcher paper and construction paper.
4. Writing paper and pencils.
5. Clay, mud, and straw.
6. Tag board and crepe paper.

Sources for Teachers

J. C. Caldwell, Let's Visit Mexico, John Day, 1965.

S. Epstein, First Book of Mexico, Franklin Watts Inc., 1967.

Elsa Larralde, Land and People of Mexico, Lippincott, 1950.

May Yonge McNeer, The Mexican Story, Ariel Books, 1953.

Albert J. Nevins, Away to Mexico, Dodd, Mead & Co., 1966.

Anne Merriman Peck, Young Mexico, Robert M. McBride & Co., 1934.

V. Quinn, Picture Map Geography of Mexico, Central America and the West Indies, J. B. Lippincott Co., 1959.

GRADE 2

Theme: THE NEIGHBORHOOD

Teaching Unit Title: THE SCHOOL NEIGHBORHOOD

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Interdependence is a constant factor in human relations.
2. There is no society without methods of production, distribution, consumption, and some form of exchange.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the interrelationships between people in the neighborhood near the school.
2. Recognize cultural overlappings and relationships.
3. Understand the purposes of the school and how that relates to the neighborhood members.

Attitudes. To help the Navajo pupil:

1. Develop an academic curiosity.
2. Appreciate the variety of life styles in the school neighborhood.
3. Appreciate the benefits of cooperation and individual responsibility.

Skills. To help the Navajo pupil:

1. Dictate ideas in such form that the teacher can record them.
2. Participate increasingly in informal conversations and class discussions.
3. Ask and answer simple questions with increasing skill.

Suggested Initiation Activities

1. Display pictures that show the buildings, stores, teacher homes, school facilities, and landmarks near the school neighborhood.
2. Collect and display pictures of people talking, working, and playing with other people in a variety of urban and rural neighborhood scenes.

Problem I

What do we know about the spatial arrangement of the school neighborhood?

Activities for Problem I

1. Take the children on a series of walking trips throughout the area the teacher has designated as the school neighborhood. This might include teacher living quarters, the student dormitories as well as other school buildings,nearby commercial establishments, and any governmental services such as the post office. After returning to class, have the students tell

in very simple form one thing they saw on their trip. Continue until the students have reviewed together the things they observed.

2. On the basis of activity No. 1, the students will make drawings of their observations. Review again the things they observed.
3. Using cardboard boxes of many different sizes students can construct models of the school neighborhood. Group the boxes together to represent the clustering in the neighborhood, i.e., the groups of teacher residents, the school buildings, and the business section nearby. Label stores with appropriate signs. Display in the room after painting or coloring.
4. The teacher can take students on the route taken from the teacher residences to the school buildings. On returning to class, discuss with the children the importance of proximity. The teacher asks: "Why do you think teachers live so close to the school? Do you think this makes it easier for the teacher? Why do you say that? How would things be different if the teacher lived further away?" The entire class can then assist in making sentences that summarize in their own words what they have learned about the importance of distance between the teachers' homes and the school (residence and occupation).
5. Using the boxes representing school buildings and teacher homes as prepared in activity No. 3, the pupils will arrange them on the classroom floor in patterns matching the spatial arrangement of the actual buildings and homes. Students will probably require additional short trips. The teacher can assist in their observations while on the data-gathering trip by asking: "How many houses are there? How many school buildings do you see? What is between the buildings and the houses? Which houses are closest? What is on your right as you face the homes with your backs to the school? What is on your left?"
6. On the basis of activity No. 5, students will role play the teacher(s) moving from the home to the school and returning.
7. On the basis of activities No. 5 and 6, the teacher can draw an outline map of the school buildings and the teacher homes. Do not add roads and sidewalks initially, except as they are the routes of travel identified by students in activities No. 4 and 6. Draw the map on large butcher paper and mount it on the bulletin board. Make comparisons between this drawn map, the cardboard boxes arranged on the floor, and the walk they took in activity No. 4. Whenever students appear confused about the relationships between reality and the two classroom models, take them once more through activity No. 4 and 6. Using a bright felt marking pen, trace with a series of dots the route identified as the one taken by teachers from their homes to the school.
8. Students will assist in a group effort to summarize what they have learned thus far in the unit. They may wish to stress the trips, cardboard boxes, or wall map, but each should be mentioned in the summary.
9. Students will prepare to share the information with another class. They may wish to divide into small groups to tell about each of the activities. Or individuals may decide to make oral presentations. The map can provide illustrations of the work. Students may wish to make additional illustrations.

10. A mural of the school buildings, teacher homes, students, and teachers can be drawn by students using butcher paper and tempera paints. Short summary statements about the mural can be developed by the class and displayed with the mural as an explanation.

Add your own activities:

Problem II

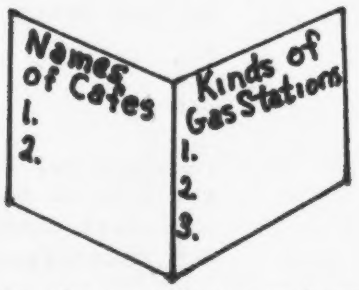
What do we know about the business portion of the school neighborhood?

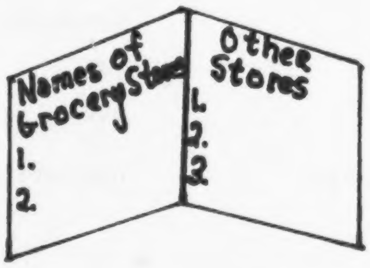
Activities for Problem II

1. Discuss with students the stores and businesses near the school. Begin the discussion by asking if anyone can name any stores or businesses that are close enough for the teachers and students to reach easily. List student responses on the board. Examples: gas station; trading post; cafe; post office; grocery store; and drug store. Determine the number of students who have already visited any of these locations. Ask them to tell the class what they remember about the store or business.
2. From the list gained through activity No. 1, students and teacher will discuss the goods or services provided by each of the items enumerated. The teacher can print student responses on the board in the following manner:

Business	What can you buy there?	Why do you need it?
gas station.	gasoline, oil, tires, engine parts.	to run cars, trucks.
post office.	stamps, money orders.	to send and get mail.
cafe.	food, beverages.	to eat meals.
trading post.	material, food, shoes, clothing, etc.	to buy......

3. Arrange to take students on a walk to the nearby business community or transport them by bus as a field trip. Before the actual trip, students can be given a ditto sheet prepared by the teacher. This should be folded four ways so that students can make sketches, and copy the names of the stores they see. For example:





Be certain that students understand how they are to complete the folded sheet during the trip. The number of items printed under each heading will depend on the size of the nearby business section. (Teachers might find it helpful to take a number of older students to act as guides and assistants on the trip. Assign them to small groups of students. Instruct them about the function of the folded sheets.) This activity is a data-gathering exercise. Arrange to take the entire class into a few businesses. The owners should be contacted beforehand and informed of the purpose of the activity. They can explain briefly to students how they help the people who live in the school neighborhood.

4. On the basis of activity No. 3, students will make complete lists of all stores observed on the trip. "Did we find any businesses that could not be placed under the headings on the sheet? What were these? Are there any that could be grouped in some way because they are alike? Which ones? Why do you think they are alike? What name could you give to the group? Do you see any other groups? Could any of the items belong to more than one group? Which ones? Why do you say that? How is this item like those items in another group?"
5. Pupils will draw pictures and make explanatory sentences about the picture. Assemble into a class notebook for display and reference.
6. Write a class letter to the businesses visited to thank them for the time taken to talk with the class and offer information about the business. Ask any questions the class may have at this time.
7. Invite other merchants in the school neighborhood business section to visit the class. Students may wish to talk again with one of the owners visited on the trip in order to discuss questions students have raised.
8. Construct a model of one of the stores in the business section. This can be done with large cardboard cartons, tables to represent counters, etc. Students can role play the service station attendants, grocery store checkers, waitresses, cooks, druggists, clerks, etc.
9. Students can pantomime one of the roles practiced in activity No. 8. Other students try to guess who he is and the winner becomes the next pantomimist.
10. Students can engage in a class discussion about the way the people in the school neighborhood depend on and need each other. Using the following categories may help the pupils determine the relationships:

Who?	What do they Need?	Where do they get it?
Teachers.	Food.	Grocery store and trading post.
	Gasoline.	Service Station.
	Mail.	Post Office.
	Job.	School.
Owner of Trading Post.	Customers for his store.	Teachers and other people who live in the neighborhood including other people who own businesses.
	Need his own food.	At his own and other stores.
	Gasoline.	Service Station.
	Mail.	Post Office.
Clerk in Post Office.	Meals at lunch time.	Cafe.
	Food.	Grocery Store.
	Job.	Works at Post Office.

11. On the basis of earlier activities, students will distinguish between people in the neighborhood who offer a good or service to the neighborhood. Build understanding of the concepts and then have students classify members of the neighborhood according to the kind of economic contribution.

Person	Good or Service?	What Kind?
Teacher.	Service.	Teacher of children.
Owner of trading post.	Goods.	Clothing, yardage, etc.
Post man.	Service.	Delivers mail.
Gas Station attendant.	Goods.	Sells gasoline, oil, etc.
Policemen.	Service.	Keeps the law; protects people.

12. Determine the population of the school neighborhood. Give the number to the students. Ask the students to name the nearest large town or city. Using an encyclopedia, give the population figure to the class. Write the figures on the board. Ask students: "Suppose that our school neighborhood suddenly grew so that many more people lived here. In fact, it grew into a large town the size of ----. What do you think would happen to the stores in our school neighborhood?" List the students responses on the board. Encourage the students to continue extending their responses by encouraging them with "And what would happen then? What would happen next? What would this mean for the store owners? What would this mean for the people who used to live in the school neighborhood?"

Add your own activities:

Culminating Activities

Invite those persons who were contacted during the unit to help the class in some way to come to the class for student-produced dramatizations, displays of drawings, and verbalized thank-yous for their assistance. Let the students plan the function as much as possible.

Unit Resources

Classroom Materials

1. Construction paper and butcher paper.
2. Tempera paint and water colors.
3. Color crayons.
4. Cardboard boxes of different sizes.
5. Felt tip marking pens.

GRADE 2

Theme: THE NEIGHBORHOOD

Teaching Unit Title: THE RURAL NEIGHBORHOOD

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. The rise of farm productivity has constantly decreased the proportion of population engaged in farming, releasing the remainder to live in towns or cities and to work in factories or other lines.
2. The people who live in any given community depend on each other for different goods and services, for markets for their goods and services, and help in solving problems.
3. People who live in cities depend on farmers for much of their food.
4. Small towns or farm communities usually have less division of labor and specialization than do cities.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Become familiar with the relationship between producers and consumers, and goods and services.
2. Recognize the services of those who work for the benefit of families in rural neighborhoods.
3. Understand how the needs of rural families are met by a variety of other individuals.

Attitudes. To help the Navajo pupil:

1. Appreciate what others do for him.
2. Identify with the rural neighborhood.
3. Appreciate the responsibilities of people who live in rural neighborhoods.
4. Appreciate the relationship between rural and urban neighborhoods.

Skills. To help the Navajo pupil:

1. Interpret pictures to provide data.
2. Express his ideas and feelings by art forms, through verbal communication, and by written statements.
3. Use a map legend to interpret symbols.

Suggested Initiation Activities

1. Gather books, pamphlets, posters, and information from the library that relate to rural life. Resource materials describing farm life, farm animals, farm helpers, and farm products can be assembled and displayed in the room. (For free information about a dairy farm, write to the National Dairy Council, Chicago, Illinois, 60606.)

2. Make initial arrangements for a resource person such as a 4-H member or agricultural agent to visit class.
3. Investigate the possibility of the class making a field trip to the closest large farm as an introductory activity. (Write to the U. S. Department of Agriculture for information on farming.)

Problem I

What do we know about the responsibilities of family members in a rural neighborhood?

Content

As the growing population in the United States has become increasingly urban and farm productivity has increased through advances in technology, the result has been that fewer people are producing more food for more people. Small subsistence farms abundant during the early 1900's have given way to large, specialized farms that often employ the most recent innovations in farm machinery, fertilizers automatic feeding systems, and means of harvesting. Rapid transportation and increased use of refrigeration make possible the movement of farm goods to cities throughout the country. Families residing on farms have responsibilities directly related to the requirements of the particular crop produced.

Activities for Problem I

1. Arrange a display of cartons, bottles, and packages which are designed to hold milk. Have a variety of sizes available for the students to handle: ½ pint; pint; quart; half gallon; and gallon. Students can discuss the packaging by responding to these questions: "What carton is your mother likely to buy in the store when she wants milk? What do you use milk for? What carton is your mother likely to buy in the store when she wants cream? What do you use cream for? If your mother doesn't buy milk in the store, where does she get milk? Who in your family drinks milk? Is milk important for you to drink? Why? When would you buy the largest package of milk? When would you buy the smallest package of milk?" If possible, include a variety of milk products in the display. Included could be homogenized, pasteurized, skimmed, buttermilk, and cream.
2. On the basis of activity No. 1, students will discuss the merits of paper cartons versus glass bottles for the packaging of milk and cream. Ask students: "What are the advantages of the paper carton? What are the advantages of the glass bottle? What are the disadvantages of the paper carton? What are the disadvantages of the glass bottle?" Student responses can be charted on the board by the teacher:

	Paper Carton	Glass Bottle
Advantages	Won't break when dropped. No deposit or return. Clean and sanitary. Lightweight.	Normally doesn't leak. Use over and over again. Clean and sanitary. Easy to see milk inside.
Disadvantages	Can develop leaks. Easy to litter cartons. Hard for children to open.	Dangerous when broken. Have to return to get deposit. Heavier than paper cartons.

On the basis of the above comparison, students will discuss the fact that most milk today is packaged in paper cartons. Ask: "Why do you think this happened? Why do you think glass foods are packaged in glass? What can you say about the foods that are packaged in paper and glass?"

3. Using the various milk cartons gathered for activities No. 1 and 2, students will engage in exercises to measure the amount of liquid held by each container. Students can use water, measuring cups, and cartons to discover the number of cups in each container, the number of pints in a quart, the number of quarts in a half gallon, the number of pints in a half gallon, the number of pints and quarts in a gallon. Students can be given a work sheet to record answers. They may work in pairs or small groups. (Possible form for work sheet to be given to students)

   ½ pint = _____ cup
   _____ cups = 1 pint
   1 quart = ____ cups

   1 gallon = _____ quarts
   1 gallon = _____ pints
   1 quart = ______ pints

4. Students will cut out pictures from magazines and articles showing a variety of products normally produced on rural farms. These pictures should include packaged meat (beef, pork, lamb) in both fresh and frozen forms, poultry, milk products, grains, citrus fruits, vegetables, etc. Students can suggest the different ways these are packaged so that consumers can buy the products: bulk; frozen; prepackaged; canned; or dried. Students will then identify and group those pictures which represent those products normally grown on the same farm. After this activity, the students will label the type of farm producing each group: cattle ranch; orchards; truck farms; etc.
5. Gather stories and books from the library that describe different kinds of farms. See the teacher materials at the end of the unit for specific suggestions. Read the stories to the students. Have them draw pictures of activities normally found on different kinds of farms. Display in bulletin board form or bind together in a class notebook.
6. On the basis of previous activities, students will enumerate all the different kinds of equipment required by each different type farm. Organize students into committees according to the kind of farm, or provide categories on the board into which students can suggest information. Suggestions: dairy farm; beef farm; grain ranching; truck farms; poultry;

and orchards. After the students have suggested the range of equipment necessary for each farm, they can collect pictures of the equipment. Assemble into a bulletin board. Farm catalogs, Sears farm equipment pamphlets, etc., are useful for this activity.

7. On the basis of earlier activities, students will suggest different yearly tasks each type farmer must perform in order to yield a final product. They might suggest tasks according to farm categories. Example:

Dairy Cattle	Beef Cattle	Orchards	Truck Farms	Poultry
Milk cows.	Feed cattle.	Spray trees.	Plant seeds.	Buy young.
Ship milk.	Raise young.	Pick fruit.	Pick weeds.	Feed properly.
Clean barns.	Help when ill.	Prune trees.	Harvest.	Help when ill.

8. Order and show films or filmstrips that describe farm life in the United States. Point out portions which deal directly with those activities in the unit. Students can help write a story as a group or individually describing one particular aspect of farming.
9. Ask a local veterinarian to visit the class to tell how he helps keep farm animals healthy. Compile a list of questions the class wishes to ask. Prepare a class letter to thank him for the information after the visit.
10. Students can make butter in class. Discuss how butter is made. Prepare students by explaining that each family used to make its own butter if it owned a cow. "How do we get butter now? Is this easier? What makes you say that? Does it cost more or less money? How do you know? What can you say about making or buying butter?" Assemble thick cream, a beater, a large bowl, and salt. Let the children take turns beating cream until it turns to butter. Salt lightly and serve with crackers and milk.
11. On the basis of all previous activities, students will prepare lists of the roles the men have when living on farms. Students may find it helpful to group into categories as in previous activities (kind of farm). Students will then suggest those activities other members of a farmer's family might perform on the farm. They might be activities which directly assist the farmer or which help in the successful management of the farm and the home.
Possible student responses:

Wife	Children
Cooks meals.	Help plant seeds.
Helps plant seeds.	Help mother around the house.
Cleans house.	Help weed vegetables.
Cares for children.	Help care for younger children.
Cans or freezes food.	Help harvest crops.

12. Students can identify all those goods a rural family can produce on its own farm. Ask: "What other goods does it need? How can they get the money to buy these things?" Tell students that money from the items raised on the farm is used, in part, to buy other necessary goods. This means that farmers can raise a lot of one thing (called a good) to buy other things they need (also called goods). Farmers tend to specialize, that is, raise one or two particular

things such as corn or beef in large amounts. Other farmers raise different things. On the basis of the discussion above, students will consult land-use maps in encyclopedias to determine the location in their state for the goods raised on farms. Explain to students the use of the map legend to interpret the symbols for the products. "Where in your state are most farms located? How far is this from your school?"

13. Students will make their own land-use maps or product maps to show where farms are located in their state. Students may select their own symbols, but care should be taken to provide a map legend to interpret these symbols.
14. On the basis of activity No. 13, students will compare a products map of their state to a population map. "On the basis of the location of the centers of population for your state, what can you say about the location of most farms? Are the farms a) located far from cities? b) located near cities? c) located in cities? d) located in all three places?
"Are there differences in location depending upon the kind of farm? How can you describe the differences?"
Example: Dairy farms are often located near cities, but wheat farms are not.
Truck farms are often located near cities but not in cities.
15. On the basis of activity No. 14, students will draw charts that follow the path of farm goods from the time they leave the farm until the consumer in the city uses the good. This may be accomplished on an individual basis or as a class activity, resulting in a mural or large chart. Label with appropriate symbols.

Add your own activities:

Problem II

What do we know about the other people who live in a rural neighborhood?

Content

In the same way urban dwellers depend on governmental services such as education, transportation, police and fire protection, mail services, etc., so do rural residents depend on people and institutions outside the family group. Many rural needs are related directly to the demands of farm productivity such as veterinary service, county extension service, and transportation of crops. As a comparison,the urban dweller has fewer needs directly related to the occupation of the head of the family. Both neighborhoods enter into reciprocal relationships that center around economic goals and, to that extent, depend on each other.

Activities for Problem II

1. Students will examine some of the other members of the rural neighborhood on whom the farmer depends. Obtain samples of hay and grain and other items available for livestock from a local feed store to show the class. If possible, ask the clerk or owner from the feed store to come to class to explain unusual feed available for livestock.

2. The mailman in a rural neighborhood often knows the people on his route well. Usually he drives a mail truck. "How is this different from the way mail is delivered in an urban neighborhood? Why is this necessary?" Most people in a rural neighborhood do not have a number on their homes. They have mail boxes, sometimes at the end of long driveways. Some people in rural neighborhoods drive to town to pick up their mail at post office boxes. Ask students: "How would this be more convenient? How would it be less convenient?" Students can role play postmen and rural dwellers delivering and receiving mail.
3. Students will discuss the importance of mail delivery to the rural neighborhood members. Ask: "What kinds of things could be delivered to a farmer?" Possible student responses:

   a) Magazines about farming. b) News from relatives. c) Money from the sale of the last crop. d) News about machinery which will make his work easier.
4. Most children who live in a rural community ride a school bus to school. They walk from their house to the road where the school bus picks them up in the morning and takes them home again in the afternoon. All their neighborhood friends also ride the bus. The school is too far away for most of them to walk. They do not live in a boarding school. They live at home with their families, but they go to school each day. "If they could not ride the school bus, how do you think they would get to the school?" Possible student responses:

   start early and walk; father or mother drive in car; live in boarding school, etc.

   Students will write a short story describing a rural boy or girl walking to the school bus each morning.
5. On the basis of activity No. 4, students will dramatize the school bus driver's responsibilities as he drives to pick up rural children each day. Students can arrange chairs to simulate the seating of a school bus. A single chair ahead of the rest can be the bus driver's seat. Students can take turns being the bus driver. This would be an appropriate time for students to discuss school bus safety. Arrange for a school bus driver to come to the class to discuss his responsibilities and routine.
6. The veterinarian is important to any farmer who owns livestock. Engage students in a discussion. Ask: "Why is it important for livestock to be healthy? What could a farmer do if animals became sick? What does your family do when your sheep or cattle become sick? Are there some things you can do for animals without calling the veterinarian? What are they?" Students can write short stories which tell how veterinarians help the farmer. Others might wish to write about how veterinarians and doctors have similar functions.
7. Invite a veterinarian to the class to describe the kinds of animals he care for and the functions he performs. Have the class prepare for his visit by suggesting questions to ask him. Follow up the visit with letters written by the children thanking him for the information and asking additional questions raised by the visit.
8. If possible contact local county agents or representatives provided by the Tribal Council to assist Navajos in livestock and crop management. Request a class visitation from one of these people or arrange for the class to meet at a nearby location to observe the men on location.

Prepare the class for the class visit or the field trip by supplying introductory information and gathering questions from children that reflect interests in this area.

9. Students can engage in a class discussion. The teacher can ask: "What are the times when a rural family might need help from his neighbors? Let's list these on the board." Possible student responses: a) When several people in the family are sick. b) When equipment breaks down. c) When there is no help to get the (hay, wheat, vegetables, peaches) in. d) When a fire destroys a barn and a new one is built. Students can prepare a list of the situations when their parents might require help from their neighbors. The teacher asks: "How are these lists the same? How are they different?"
10. On the basis of activity No. 9, students can describe neighbors who have helped or have been helped by other neighbors. Students should tell background information, how they learned about it, and the final outcome. They may wish to write a short story about the incident and draw a picture to illustrate it.
11. On the basis of activity No. 10, students can compare the urban neighborhood and the rural neighborhood along dimensions such as the following: distance between neighbors; convenience to shopping; privacy; civic services such as fire and police protection; and dependency on transportation.

Add your own activities:

Culminating Activities

Create a classroom newspaper using ditto masters on which students write original stories, poems, drawings, puzzles, etc., about the rural neighborhood. Pupils can relate the Navajo way of life as they have experienced it to concepts learned during the unit. Distribute the newspaper to other classes. Students may wish to mail copies home to their parents.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Different sized bottles, paper milk cartons, and powdered milk boxes.
2. Butcher paper and construction paper.
3. Crayons and scissors.
4. Tempera and watercolor paints.
5. Encyclopedias.

Sources for Teachers

J. Beim, Coventry School, Morrow, 1955.
L. L. Floethe, The Farmer and His Cows, Scribner, 1957.
Dahlov Ipcar, One Horse Farm, Doubleday, 1950.
Dahlov Ipcar, Ten Big Farms, Alfred A. Knopf, 1958.
K. Jackson, Homes Around the World, Silver Burdett, 1957
Evelyn Payton, Farm Helpers, Melmont Publishing Inc., 1958.

GRADE 2

Theme: THE NEIGHBORHOOD
Teaching Unit Title: THE URBAN NEIGHBORHOOD

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Large cities are characterized by a large number of people per square mile, by a great division of labor and specialization, by a demand for private and governmental services, by a heterogenous population, and by greater anonymity than found in smaller communities.
2. All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.
3. Ways of living differ from one society to another and within the same society.
4. Large cities are made up of many people from many different backgrounds; consequently, there are people who behave quite differently even within one neighborhood; nevertheless, the people of the city share some common meanings and values.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand how man has changed the character of the earth.
2. Understand how governments provide services that people cannot provide for themselves.
3. Understand how people depend on each other for different goods and services and help each other solve problems.

Attitudes. To help the Navajo pupil:

1. Appreciate the idea that people of different backgrounds, interests, and abilities can contribute to a society in general and a neighborhood in particular.
2. Respect the gathering of adequate, valid, and reliable information before forming even tentative conclusions.
3. Appreciate ways of life different from his own.

Skills. To help the Navajo pupil:

1. Classify data.
2. Listen for main ideas and supporting detail.
3. Evaluate what he sees and hears.
4. Interpret simple graphs.

Suggested Initiation Activities

1. Before beginning this unit the teacher should investigate free and inexpensive materials useful in the study of the urban neighborhood. The teacher can send out postcards herself or have the children write for the materials so they will receive interesting things they

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feel they are sharing with their peers.

2. Gather a variety of pictures and photographs from newspapers and magazines that reveal many kinds of neighborhood activities. Try to obtain rural as well as urban scenes.
3. Obtain books and materials from the library for use during the unit. Books describing city life will be particularly helpful.

Problem I

What do we know about the city surrounding urban neighborhoods?

Content

We may consider the city as a large nation. It is divided into many parts: what is produced in one part of the city is consumed in another part. It is also true that people who live in one part of the city produce goods in another part of the city. Thus, people who congregate in large social groupings tend to be interdependent. We have goods produced by persons who consume the goods produced by others. A number of social concepts may subsume such social patterns. These include production of goods, services, transportation, communication, interdependence, primary and secondary social groupings, social stratification of class, and ethnic consciousness. It becomes possible to conceive of the city as a miniature society in that its parts are related in terms of production and consumption and in terms of the acceptance of a specific culture and its transmission to future generations. We shall see in future lessons that the area around the city is related to the entire city. Thus, we will find that the city is interdependent in its parts as is the production on the land surrounding the city interdependent with the products, services, and demands of the city.

Activities for Problem I

1. Display the pictures gathered in initation activity No. 2 along the chalkboard and around the room. Allow the children to walk around examining and talking about the pictures. Arrange the class in a semi-circle in front of the pictures. Ask the students questions similar to the following to stimulate discussion: "What do you notice? What do you see? Have you ever done this? Have you ever been to places that looked like some of these pictures? Tell us about it. Which pictures do you like best?"
2. On the basis of activity No. 1, students will group specific items of data (the pictures) according to relationships they see. Display the pictures once more for the group to examine. Have a large number beside each picture so that it can be identified easily. Ask the students: "Do you see some ways these items could go together?" Students suggest which pictures might be alike and thus grouped together. Other students suggest additions to the groups identified. Ask the students: "What would you group them together?" This gives children the opportunity to verbalize the common characteristics of items in a group. (Requires identifying common properties.) Ask the students: "What names could we give to these groups? How could we label these groups?" This gives children the opportunity to verbalize labels. (It requires

symbolization and synthesizing.) Ask the students: "Could some of these belong in more than one group?" (This gives students the opportunity to state different relationships.)

3. On the basis of activity No. 2, ask students the following question: "If you could get a picture of your neighborhood, which group would be most like the picture? What makes you say that? Who has a different idea? Where could we get pictures of your neighborhood?" Locate various maps and pictures that depict the school, neighborhood around the trading post, nearby communities, cities, counties, state, etc.
4. Ask the students what they "know" about the city. This discussion might begin by the teacher asking: "How many of you have been to a city such as Gallup or Albuquerque? What did you see there? Can you tell us about one thing? What did you hear? What have you read about the city?" List the responses on the board for students to view. The teacher should record and keep this list. At the close of the unit, a similar discussion should take place, and students can compare their growth in understandings.
5. On the basis of activity No. 4, ask the pupils what questions they have about the neighborhood in a large city. Write these questions on the board. Put them into a chart and use them at the end of the unit for evaluation purposes.
6. Locate simple maps of other communities in the state that use picto-symbols to illustrate features (physical and man made). Compare them with a map of the local community.
7. Compare the telephone directory in the school office with the telephone directory of the nearest large city. Ask the children: "What differences do you see? What similarities do you see?" Give students the opportunity to enumerate the differences and similarities they see. Discuss the differences and similarities separately and list the student responses on the board. (The activity requires recall and differentiation.) Ask the children: "What do you think might be the causes of these differences? What do you think might be the effects of these differences? What do you think might be the causes of these similarities? What do you think might be the effects of these similarities?" (This requires inferring cause-and-effect relationships.) Ask the children: "What makes you think so? How do you account for that?" (Requires identifying facts or inferences.)
8. Write the Chamber of Commerce in the closest large city requesting pertinent data helpful in the study of the urban neighborhood. Compose the letter with the class.
9. Write to the personnel department of the school district in the closest large city. Describe the rural neighborhood unit and request that you be given the name of a second grade teacher who would be interested in establishing pen pals with your class. Pen pals could trade facts, feelings, photographs, and drawings. Ability grouping may be advised in this project. Teachers might also exchange photographs of their schools. Slides would be especially helpful. Students could plan to explore their own neighborhood and exhange this information with their pen pal class. A roll movie would be effective for this project (use students drawings).
10. "Describe the buildings in your neighborhood. How are these different from the buildings found in an urban neighborhood? How are these similar to the buildings found in an urban neighborhood? What can you say about the differences? What can you say about the similarities?"

11. Using the population maps from an encyclopedia or data provided from chambers of commerce, compare the population figures for the closest large city and the name of the city where you get your mail. "Which is largest? How do you explain that? How does this compare with the conclusions reached in activity No. 10? What can you say about the city as compared to where you live?"
12. If possible, obtain library books about city life to display in the room and read to the children. These books help develop the understanding of government services provided in a large city.
13. Review with the children the facts and impressions gained thus far. Discussion could begin by asking: "Tell me one thing you know about the city...What would you see if you went to the city?" On the basis of this introduction, ask the children to name all the things in the city which are man-made. List these on the board. Then have the students name those things in the city which are not man-made. Compare the two lists. "What can you say about the lists? When you think of the city, what is your first image? Is it of man-made objects or natural objects? What has man done to change the land in the city?"

Add your own activities:

Problem II

What relationships exist between the urban neighborhood and the rural neighborhood?

Content

Cities from ancient to modern times have organized because certain goods and services can only be produced in social groupings that can provide skills and capital required by the occupants of the surrounding spatial area. From this, it follows that cities provide goods and services that are necessary for the sustinence of the surrounding food producing area. As we go from the past of a nation, or a city, or an Indian tribe to its present form, we can also see differences in the way it serves and is served by the land around it. In the 20th Century, cities have changed in many ways that depend on new systems of transportation and communication between the rural and urban areas of a society. We are now witnessing what has happened in the past: the city and goods produced by the people occupying the surrounding land relate to each other in terms of their needs and the current level of technology.

Activities for Problem II

1. Develop the idea of goods and services before beginning this activity. After probing a number of sources, each child or the class as a group could make a short list of goods and services that his neighborhood and the neighborhoods he is examining exchange as well as problems shared by the two. The children might discover that their rural neighborhood produces a number of foods or products consumed by the urban neighborhood and that the urban neighborhood has a list of services on which the rural area depends.
2. On the basis of activity No. 1, the children will trace the routes between their neighborhood and the nearest urban setting to establish the paths taken for the exchange of goods. Ask:

"Do you think we would exchange so many goods if we didn't have trucks (or railroads)? Why don't we make some of these goods ourselves instead of bringing them here from the city?" On maps trace the transportation routes between the children's neighborhoods and the closest city.

3. Gather students in a circle. Begin the discussion by asking the following question:

   Suppose you moved from you home to urban neighborhoods, like we have been studying. In what ways would your way of life be different? In what ways would your way of life be the same?

   Sample of possible students responses:

Differences	Similarities
(Different from the Way I Live Now)	(Like the Way I Live Now)
Neighbors very close to me.	Still have to eat and sleep.
I would walk to my school.	I still have to go to school.
There are many buildings.	There still are children my age.
My father would do different work.	My father still works for a living.
We would probably try new food.	My mother would still cook for us.
We would drive on few dirt roads.	We still would drive out truck or car.
We might buy different clothes.	We still wear clothes to keep us warm.
We might live in a different type of house.	But a house is a house and everyone needs shelter.

4. The pupils will engage in a discussion about the characteristics of the urban neighborhood as contrasted to their own. The teacher can focus the topic by asking questions similar to the following:

   Does the neighborhood have a school? Does it have the same purpose as ours? Does the neighborhood have any churches? Are they like the churches you see in this area? Do the people in the urban neighborhood have any laws to follow? How do you know? Are these like the laws you follow in your neighborhood?

5. Produce a class newspaper on ditto paper in which students describe what they have learned about the urban neighborhood through hearing stories, reading materials, and participating in the activities throughout the unit. Share it with another class.

6. Play "What's My Line?" After careful preparation, one child at a time assumes the occupational role of a person from the urban neighborhood. A pupil panel tries to find out what the "man" or "woman" does and why and how he learned his skills. Four or five children could be guests on the "program."

7. As an alternative to activity No. 18, the students could prepare short oral or written reports on particular occupations of people living or working in urban and rural neighborhoods. They might also investigate and report on specific groups (clubs) that teach certain skills.

Supplementary Activities

8. Make a list of adjectives (descriptive) that would describe rural and urban neighborhoods; compare lists.
9. Make a graph of population changes during the past 25 years for the closest urban center. Contact the Chamber of Commerce for appropriate data. Try to figure reasons for the increases or decreases. These figures might be compared to figures for rural neighborhoods surrounding the urban area studied.
10. Make replicas of tools and equipment used by employees of the government in the urban neighborhood, draw pictures of the motor vehicles found in urban neighborhoods. Compare them to pictures of motor vehicles found in rural neighborhoods.
11. Make a map of an imaginary place. Each child can decide on symbols to be used. List qualifications for the map, such as: the map must include 1) a railroad; 2) lakes; and 3) a small community. Let the children name their towns and decide on the location.
12. Give a list of neighborhood helpers to the class. Have each child decide if the person gives people a good or a service.
13. Assembly line: Choose a multi-step activity, such as the preparation of a particular food or a book. First, discuss the steps involved and the difficulty if each child tried to do the entire process himself. Then, discuss division of labor and the efficiency involved when a person becomes good at doing one thing. Divide the task into several smaller jobs and form an assembly line of production, (see the unit on the Kibbutz in Grade 4).
14. Compose several easy sentences describing some aspect studied about the urban neighborhood. Include one important error in each sentence. Have the children (either orally or on paper) discover the error and correct the statement. This is a possible evaluation technique.
15. Play a game of 20 questions. Select a panel of four students. The panel leaves the room while the remainder of the class chooses an occupation common to residents in an urban neighborhood. On entering the room the panel members ask the class questions about the unknown occupation. The questions must be answered with a yes or no. The panel member correctly guessing the occupation chooses three new children for a panel and the game is repeated. Each panel is limited to 20 questions.
16. Play the game of "Crossing the Stream." Arrange a series of stone-shaped papers on the floor in a manner similar to stones in a stream. On each stone print vocabulary words associated with the urban neighborhood or the type of neighborhood associated with the Navajo; list activities found in urban or rural neighborhoods. Each student looks at the words written on the stepping stone just before stepping on it. He "identifies" the stone and then proceeds to the next. If he misses, he "falls into the water" and it becomes the next child's turn. The first child to cross the stream wins.
17. Look in the song book used by the second grade to locate any songs which describe some aspect of life and activity in the city. Describe the unit to the music specialist so that she can assist in selecting other appropriate songs.

18. Draw murals which depict the urban neighborhoods. Use crayon, watercolor, tempera paint, etc.
19. Make dioramas using shoe boxes, cardboard boxes, etc. Draw or paint the background first. Make stand-up people and fold stiff paper into cubes to form buildings.
20. Use cardboard boxes to make a typical urban neighborhood. The boxes can be painted white with tempera paint and then colored or painted with contrasting colors to add details. This will enable students to contruct three dimensional models of the urban neighborhood. Ask the students which buildings of the neighborhood they wish to construct. Included might be the post office, police and fire stations, gas stations, grocery stores, churches, school, etc. Students arrange the boxes along streets they have identified and sectioned into blocks. They can also make cars and trucks out of cardboard, spools, construction paper, or juice cans. Once the model urban neighborhood has been constructed, students can make a map of the neighborhood.
21. Collect and display pictures of different types of vehicles used in both urban and rural areas. Ask the students to group the vehicles into urban, rural, and both categories.
22. Take imaginary trips on different types of vehicles. Illustrate and present orally to the rest of the class.
23. List vocabulary words important to the study of the urban neighborhood. Write stories or poems using these words.
24. Have the children locate the telephone numbers of the fire department, police department, etc. in their own telephone books and that of the closest large city.

Culminating Activities

Students will help write and dramatize a short play about a Navajo family moving to a large city. The play can emphasize the adjustments the family will be making, the differences they see between the city and the familiar way of life on the reservation as well as the benefits and opportunities they might feel the city offers.

Unit Resources

Classroom Materials

1. Pictures depicting rural and urban scenes.
2. A variety of city maps and telephone directories.
3. Writing papers, cardboard boxes, and pencils.
4. Encyclopedias.
5. Butcher paper, crayons, and scissors.
6. Tempera and watercolor paints.
7. Pictures of toy trucks, buses, cars, and other vehicles.

GRADE 3

Theme: THE COMMUNITY

Teaching Unit Title: THE ECONOMICS OF COMMUNITY LIFE

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. There is no society without methods of production, distribution, consumption, and some form of exchange.
2. With their present specialization of effort and numerous wants, civilized populations are dependent on many and often distant regions for a considerable part of their food, clothing, and other requirements.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the placement of a community in relation to the needs of its membership and resources available.
2. Understand the development of a community in relation to the businesses and residences.
3. Understand the interdependency of producers and consumers, the exchange of goods and services, and the relationship of business-to-business and consumer-to-consumer.

Attitudes. To help the Navajo pupil:

1. Appreciate the functions of the community in providing for the needs of surrounding residents.
2. Appreciate the advantages of specialization and division of labor and how they affect his life.
3. Identify with the community.

Skills. To help the Navajo pupil:

1. Draw inferences from data he has gathered and organized.
2. Predict outcomes from data.
3. Create, read, and explain the function of maps.
4. Share explanations with others in both written and verbal forms.

Suggested Initiation Activities

1. Make a mural or bulletin board showing the community. This may be of the nearest town or small group of businesses nearby. Students can label the stores, streets, and landmarks.
2. Gather and display books from the library or textbooks that picture communities both familiar and new to Navajo children.
3. Obtain and display pictures of producers and consumers in the community; i.e., service station operator, barber, and clerk.

THE ECONOMICS OF COMMUNITY LIFE

Problem I

What are the economic reasons for the formation of a community?

Content

It is important for the child to understand that the community and all that it entails--buildings, businesses, merchants and residents--is an economic system. Several factors influence any given community: transportation routes; resources available; skills of members; demands of members; and outside contacts. The activities designed for Problem I serve as a foundation for activities on succeeding problems.

Activities for Problem I

1. Suppose we were a group of people who were willing to move to and make new homes in a region we knew existed, but what it is composed of we do not know. Let us experiment by selecting a scouting party (4 or 5 pupils) to go out and seek information for us. From their information we will be able to determine the following: the route to travel; the resources available; and what things could be grown or built for a community. Select an obscure portion of the school campus or adjoining land. The scouts can share any information they have about the area. Have the class make judgments based on the information the scouts bring back. The class can hypothesize about the following: the type of vegetation; topography; total size of the area; distance to the site; boundaries; water supply; and quality of the soil. (Encourage as much hypothesizing as possible.)
2. Select other scouting parties to go to the same place for the purpose of verifying the information and seeking further data. The intent of the scouting parties is to give the students first-hand information regarding reliability and validity of the data.
3. On the basis of information gained in activities No. 1 and 2, what are some reasons this information is crucial to the success of the community we start? Review what students have verified about the new area. List on board everything they know about the area. Specific questions such as "What did you see there?" may further this enumeration.
4. "Suppose that we were going to start a new town or community in this spot. What is a community?" Elicit responses from class. "What communities have you visited? Where is the closest town?" Locate this on a map drawn on the board, showing youngsters the route to the closest town, starting from the boarding school to the town itself.
5. "What reasons do people have for living in a town or community? Have you ever lived in a town? How far from town do you live now? How long does it take you to drive there? How often do you go to town? How is their life like yours? What things are the same? What things are different?"
6. On the basis of information gathered in activities No. 1 and 2, put up a map of the area scouted by the students. This should consist of just an outline of the boundaries with no land forms or symbols. Ask the class what they can tell about this land. Since the map does not show land forms or sources of water, there is nothing that the children can tell about the land itself.
7. On the basis of activity No. 6, ask how map makers show on a flat piece of paper what a place

really looks like. Get copies of different types of maps so that the students can examine them.

8. Examine maps. Notice the different symbols. "How do we know what each symbol means?" The legend or key on a map explains the meaning of each symbol and color. "We will need symbols for our map." Use books and atlases to find out about different land forms. "Make a list of the different land forms you find. Identify one symbol for each land form listed." After the symbols have been drawn by the students, the teacher will guide the children to reach a consensus on one symbol for each land form to be used on the large wall map. Complete the map.

Add your own activities:

Problem II

How are the roles and functions of consumers and producers important to the community?

Content

Several concepts will enable the student to explain relationships and functions. It is neither desirable nor necessary that students be able to define these concepts in precise terms; however, students completing the economic unit will be able to distinguish correctly the differences between the following concepts:

Consumer: One who buys or uses goods or services.

Producer: One who performs services or who makes goods.

Goods: Tangible objects used to satisfy consumer wants or needs.

Service: Useful work someone does for another.

Activities for Problem II

1. All towns and communities need workers. Some communities need more of a particular kind of worker than another. A person moving to a new community to live needs to find out the demand for his skill or job. He needs to know the market for his goods or services. Students will enumerate all the different jobs they have seen performed when they visited the nearest town.
2. Jobs people have can be divided into two categories: those that are done to provide a service, or useful work that is needed by someone else, and jobs that are done to provide or produce a usable good. Clarify the meaning of a service and a good. On the basis of the jobs enumerated in activity No. 1, students will classify these jobs into services or goods.
3. Using magazines, newspapers, books, and texts, select pictures and cut out where possible those representations of persons providing a service and dealing in goods or producing goods. Students can place any mounted pictures on the bulletin board under the topics goods and services. Discuss correct placement. Make a list of all class members whose mother, father, or both have occupations concerned with the production of a product.
4. Write an imaginary story about a family living on planet "Zoomp." Involve them in a typical day of work inside and outside the home.
5. Find in magazines, cut out, and mount ten pictures of persons providing a service. Find, cut out, and mount ten pictures of persons dealing in the production of goods.

6. From any five of the yellow pages in the telephone book, write which listings are concerned with goods and which with services. "From your five pages, were there more items listed which dealt with goods or with services?" (Use where such a source is available.)
7. On planet "Flib," people deal in goods and services which are very different from those we know. Describe the goods and services they need. Draw colored pictures of some of these goods and services.
8. Make a list of ten different goods. Opposite each, write what service would go hand in hand with them.
9. Place students in a situation where they are in the role of the consumer. Each will have a specific amount of money to spend and a list of items (and their prices) on which the money might be spent. Each student will indicate the choices he or she would make. Sample: Given ten dollars: Football, $3.00 Transistor Radio, $8.50 Roller Skates, $5.00 Doll, $2.00
Wristwatch, $5.00 Comic Book, $.10 Boots, $9.00
10. Give the children a number of pictures showing people in the process of consuming or producing. Students will then tell whether each depicts a producer or a consumer. Sample: Carpenter building a house; doctor with a stethoscope; or boy playing ball.
11. Prepare a list of economic goods. Students will categorize each as "producer's goods" or "consumer's goods." Sample: road grader; diesel engine; coal; loaf of bread; carpenter's tools; shirt; ring; breakfast cereal; ocean freighter; carpet; and tractor.
12. Have students tell or draw how they are a consumer of food, shelter, and clothing.
13. Give the pupils a list of items which have gone up in price. Students will pick those items which their families would continue to buy and give a reason in each case. Sample: coffee; shoes; soda pop; milk; radio; and truck.
14. Prepare a list of producers. The children will identify each as a producer of goods or a producer of services. Sample: teacher; dentist; farmer; postman; weaver; shoemaker; and bus driver.
15. Prepare a list of workers who produce one particular good or service. Students should be able to list five other workers on whom this man is dependent for the satisfaction of his wants. Sample: weaver of rugs; farmer who grows corn; commercial fisherman; barber; and messenger boy.
16. "You are planning a flag pole factory. List the goods and services you will need to produce your product. What type of transportation will you select for getting the raw materials to your factory? What means of transportation would you choose for shipping your goods to the stores that will sell the product? Where would you locate the factory if it could be anywhere in the United States? Draw a map or diagram showing the placement of the factory and the transportation lines leading to various markets."

Add your own activities:

Problem III

What factors affect the economic life of the community?

Content

Additional concepts important to activities in Problem III include:

Exchange: Trade (buying and selling) by either money or barter; the changing of goods and services for other goods and services.

Price: The amount for which a thing can be bought or can be sold; the cost to the buyer.

Scarcity: When there is too small a supply to meet the demand.

Demand: When there is a want backed up by the willingness and the ability to pay for the product.

Division of Labor: No one tries to do all of the jobs needed to produce a good or a service. Jobs are divided up and done by different people.

Specialization: One person does one task or job and becomes skilled in its performance.

Activities for Problem III

1. Ask the class to prepare two lists distinguishing goods that are free and those that must be paid for in some way. Sample: air in the atmosphere; sand on the beach of an ocean; gasoline in a car or trunk tank; sunshine; bread; and sunsets.
2. Prepare a list of goods and write them on the board. The children will examine the items and place them into two groups: "Durable" or "Non-durable." Sample: Hamburger; baseball glove; dress; car; candy; piece of fried bread; ice cream; and Navajo rug.
3. The students can use magazines and catalogs to find five ads that illustrate a lower demand resulting in lower prices; e. g., 1969 cars in 1970.
4. Students will examine a local newspaper to find five ads that show prices increasing when the supply is limited; e. g., strawberries in September.
5. Obtain the prices and the labels from several cans or cartons of selected products. Students will select the best buy and give reasons for their choice.
6. Use magazines and catalogs to find five ads that illustrate a business firm looking for workers or people looking for employment. "What factors might explain each?"
7. Prepare a list of goods. Students identify those items that are scarce because of (materials or labor).
8. Class discussion: Students will give reasons why they cannot have everything they want. "How do they make their choices? Does everyone make the same choices?" Given a list of situations in which an individual chooses between two ways in which he can spend money, students can discuss and explain the effect of the individual's decision on the market. Sample: the individual must make a choice between taking a vacation and buying more sheep. The individual must make a choice between buying an automobile and going to college for a year.
9. Students will design a plan to set up a division of labor operation. Situation: You will have to pack sack lunches for 150 children. Each lunch will contain a tuna sandwich, one apple, one

piece of cake, and a napkin. The design will include people, location, specific job, and distribution.

10. Students will work in small groups of 4 to 5. They will cite five examples of products most efficiently produced on an assembly line.
11. Prepare a list of work situations. Students will name a tool or tools that might aid the worker in producing better and faster. Sample: planting a garden; cleaning snow off the hogan or house; clearing a forest; building a home; repairing a corral; and herding sheep.
12. Each student will prepare a list of those responsibilities for which each member of his family is accountable. Compare these with other student lists. "Are the lists the same? Why are they different? What specialists are found in the school?" Identify each and their specialty.
13. From a mail order catalog, select, cut out, and mount five items that are different in their use and different in the type of material used in their construction. Estimate how many people might be involved in the production of this item and what their jobs might be.
14. Cut out and mount pictures of ten items that could be bought for the family and need to be replaced in a week or less.
15. Have each child (or group) list ten occupations you would definitely find in a large city that would probably not be found in a small rural community. How do you explain this?"
16. Have each child (or group) list twenty-five items produced that would require fifty or more persons to produce them.
17. Select a common type of automobile or truck. "Name the firms in the nearest town from which you could buy this vehicle. Where else could you buy this vehicle? Name the largest city closest to you. Do you think there would be a place there where you could buy this vehicle? Would there be more places than in the small town? Why? What can you say about the number of firms in a small town compared to the number in a larger city?"
18. Draw a map of your state. Include the following: forests; mountains; rivers; and desert. On the map mark the ideal location for each of the following businesses: (1) automobile factory; (2) pinon nut processing plant; (3) slaughter house; (4) leather tanning; (5) lumber mill; and (6) over-seas import and export.
19. Find and mount a picture of something that must be made in a large factory before being sold to the public. "Why do you think a large factory is required? Make a list of places in the nearest town where you might buy this product. What different ways could the product be transported from the factory to the people who will buy it?"

Add your own activities:

Culminating Activities

Contact the local tribal Chapter House to find persons who can speak about banks, credit unions, and savings and loan associations available to the Navajo people.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Butcher or construction paper.
2. Tempera and watercolor paint.
3. Writing paper and pencils.
4. Felt marking pens.
5. Selection of maps.
6. Magazines and newspapers.
7. Paste, glue, and crayons.
8. Telephone book.
9. Pictures of people working.
10. Mail order catalog.

Teacher Sources

Bertrand P. Boucher, How Man Provides, Home Library Press, 1963.

Robert L. Heilbroner, The Making of Economic Society, Prentice-Hall Inc., 1962.

George Soule, Economics For Living, Abelard-Schuman, 1954.

GRADE 3

Theme: THE COMMUNITY

Teaching Unit Title: THE ESKIMO

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. While people are supporting themselves with hunting, fishing, and wild food-gathering, the area will support only a thin population.
2. In primitive society, where there is less division of labor and where change is slower, there are few associations and they are more inclusive.
3. Social institutions change when human needs change.
4. Esthetic value (of things man makes) is attained in form as it evokes from functional efficiency.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand how the climate and location of the environment affect the lives of its inhabitants.
2. Understand the work of the Eskimo people.
3. Understand the Eskimo culture in terms of the land occupied.

Attitudes. To help the Navajo pupil:

1. Appreciate the basic likenesses of all people, recognizing that similarities outnumber differences.
2. Appreciate the importance of conservation efforts.
3. Develop an academic curiosity.

Skills. To help the Navajo pupil:

1. Collect and organize information.
2. Work in large and small groups in the classroom.
3. Improve oral communication skills.
4. Grow in ability to use maps and globes.

Suggested Initiation Activities

1. Gather from the library and any other sources books, magazines, posters, artifacts, and pamphlets that pertain to the life of the Eskimo. Display the books in the room with an appropriate bulletin board.
2. Order films and filmstrips about both the Eskimos and animals found in the arctic regions. Recommended is the classic film, Nanook of the North. Try to find materials describing the life and habits of animals such as caribou, reindeer, seal, polar bear, walrus, foxes, whales, and wolf.

THE ESKIMO

Problem I

What do we know about the area occupied by the Eskimo?

Content

The group of people known as the Eskimo live the the Arctic regions of North America and Northeast Asia. The occupied area stretches from Siberia across Alaska and Canada to Greenland, For the most part this is a treeless environment where the temperature is often -60° F. During part of the summer the sun shines around the clock but during the winter there are weeks when it cannot be seen. The Eskimo has important and direct ties with the land. Basically, his way of life depends on hunting and fishing although this may take different forms depending on the specific locations.

Activities for Problem I

1. Locate on a globe the Arctic region and the North American continent. Locate the state in which the students live. Move from there to the Arctic. Ask students: "How far do you think the Arctic is from where you live? How do you know? How would you get to the Arctic?" Have students suggest different ways of traveling to the Arctic. They may suggest land, sea, or air travel or several combinations of travel. Locate large cities near the Arctic. "Which would be most likely to have an airport if you wished to fly? Why do you say that?" Locate specifically Siberia, Alaska, Canada, and Greenland, Using simple map scales, have the children compare the size of the Arctic area to the area of their own state. "What can you say about the size of the two? Which is larger? Which is smaller?"
2. Using population maps from encyclopedias, compare the population of Alaska to the population of your own state. "Which is larger? What does that mean to you?" Compare the population of the Arctic and their state to the population of California and New York.
3. On the basis of information gathered through library books, film, and filmstrips, have the students list the characteristics of Arctic climate. List the responses on the board. "How does this compare to the climate in your state? What can you say about the similarities and differences between your climate and that of the arctic?" Write student responses on the board: Similarities and Differences.
4. On the basis of activity No. 3, have students describe the resources of the Arctic. They may include in this list the animals, fish, and plant life that could contribute to the wealth of an environment. Ask students: "If people do not know of a resource, can it be considered a natural resource?" Discuss the question to elicit responses from the class. After discussion tell the class that geographers now identify natural resources as those resources to which a people have assigned a value (They recognize its existence and they prize it) and have the technology to use it (They have the tools and the knowledge). On the basis of the above statement, ask the children "Did the Eskimos of one hundred years ago value oil as a natural resource?" Have students discuss the question. This may also be suitable for written responses.
5. On the basis of information gathered from filmstrips, films, encyclopedias, and books from the

library, students will compare the climate of the Arctic to that of their own state. Compare summer and winter temperatures. "What can you say about the similarities and differences?" Compare the lowest and the highest temperatures and the growing seasons. "What does this mean in terms of crops and animals that can be raised in the Arctic?" "What does this mean? What can you say as a general statement about the climate of the Arctic?"

6. "On the basis of what you know about the climate and population of the Arctic, what do you think is the realtionship between the two? If for instance, we can say that the climate of the Arctic is very cold with a short growing season and we know also that the population is quite small in comparison to other areas with much more temperate climates, what then is the relationship in the Arctic between climate and population?" (Lead students to the statement that, at least in the data they have compared, severely cold climate and small population seem to be related; that is, where there is very cold climate, there is also a small population.) Then ask, "Why do you think this is true? Are there any other regions of the world with a severe climate and small population? What are they? What can you say about the generalization you have stated? Does it seem to be true in many cases?"
7. On the basis of previous activities in which students identified natural resources of the Arctic, have them suggest the probable diet of people who live in the regions. "What items could people who lived in this region eat? What materials could they use for the construction of shelters? What could they use for transportation? How is this different from your way of life? How is it similar?"
8. On the basis of activity No. 7, have the children compare probable diet, homes, and transportation in summer and winter. "What makes you think the two might be different? How would this make things easier for the Eskimo? How would it make things more difficult? How does it compare to your way of life on the reservation?"
9. Have the pupils draw pictures or a mural of the different means of transportation in the Arctic and in their state. Have them point out the differences.

Add your own activities:

Problem II

What do we know about the Eskimo way of life?

Content

Unlike the American Indian, the Eskimo has no tribes. Instead, families are the main group of social contact. Families may live together in settlements during the winter but this is usually a temporary arrangement. Shelters are constructed from convenient materials, and it is common for both a winter and summer home to be built. The Eskimo religion centers around the food supply and need to respect animal spirits. Artistic efforts of the Eskimo combine both good design and fine craftmanship. Further content will be provided for the teacher during the individual activities.

THE ESKIMO

Activities for Problem II

1. Discuss with the class the existence of tribes in American Indian culture. Point out that the Eskimo does not have tribes. "What other people in the United States do not have tribes?" The Eskimo regards the family as the most important group in the society. Many families may live near one another for periods of time. For example, they may live together in a settlement during the winter, but this is only temporary. These groups change as other families come and go to hunt and fish. The food supply controls the size of these bands. "Do you think living near other people can help you when there is not enough food? Why do you say that? Do you think that living near other people can help you when there is plenty of food? Why do you say that? How do the people depend on each other? What time of the year do you think is going to be best for hunting and fishing? Why do you say that?"
2. On the basis of the discussion in activity No. 3, have the students listen to stories about hunting and fishing among the Eskimo people. "Who does the hunting and fishing? Why do you think that men are responsible for this job? How would this be similar to what your father does for your family? How would it be different?" Select books, pamphlets, and articles to supplement any films or filmstrips that describe the details of hunting and fishing in both summer and winter.
3. On the basis of activity No. 4, have the children suggest possible reasons for the Eskimo favoring boy babies. Why do you think this might be true? How do you think this started in the first place? How do you think young boys learn to be hunters? Is it important to be a good hunter if you you are an Eskimo? What would it mean for an Eskimo family if the father were not a good hunter? Who would help them? What happens when there is not enough food to eat?"
4. On the basis of what students have gained from reading and discussing the environment of the Eskimo, ask: "What materials do you think the Eskimo can use to make a home for his family? Enumerate student responses on the board. Keep this list so that the students can see the differences in answers after the completion the the activities about shelter.
5. Eskimo shelters are different depending on the time of year constructed and the location. For example, they require both a summer and winter shelter. The summer home is temporary, usually constructed of animal skins or of tents made of canvas. More and more are using prefab homes. Winter homes are built to last several years. There are three types: (depending on location):

   Alaska: driftwood is plentiful, so this as well as timber and whalebones are used to construct the winter home. This frame is covered with earth and sod.

   Greenland: no driftwood is available, but flat stones are used. The winter homes in Alaska and Greenland are very similar inside. There is a raised platform at the back of the shelter. Grass or furs cover this platform. Here the family eats and sleeps. Heat, light, and cooking is provided by a blubber or seal oil lamp. Sometimes there is also a table but usually no other furniture. A hole in the roof provides ventilation.

   Central Canadian Arctic: snow is used to construct winter homes. This is known as the igloo to the white man. Actually, the word igloo means any house to the Eskimo. Wind packed snow is cut to make blocks. These are stacked in a spiral that gradually becomes smaller as it winds upward using smaller blocks. Loose snow is packed in the cracks between the blocks.

It may be useful to make a ditto of the information above.

6. Have the students draw murals of Eskimo families constructing both summer and winter homes.
7. Students will construct any one the summer or winter shelters described in activity No. 7. Particularly useful for the construction of the Central Canadian Arctic winter home is styrofoam blocks or small marshmallows.
8. Students will make maps depicting the population of the Eskimo by geographic section. Use the following data to depict on the maps:

    Western (22,300 population)--Coast of Alaska and and islands.
    Central (11,000)--Canada.
    Eastern (1,200)--Labrador.
    (22,600)--Greenland.

    Using the following data as well as any data gained from resource materials supplied by the teacher, the students will write brief statements about the environment of the different regions.

    Western: plentiful animal supply for food--permanent settlements are common.
    Central: food is scarce and hunting is a constant activity that takes people away from camps.
    Eastern: permanent camps are scarce as people move from place to place.

    Ask students: "How would life be different in each of these regions? How would it be the same? How would the introduction of reindeer herding make life different for each of the other groups?"
9. Students will discuss popular and convenient means of transportation in the Arctic regions. "What animals do the Eskimos depend on for much private transportation? Discuss the question with the students of the role of the dog sled team in the life of the Eskimo. "Why do you think this means of transportation is used so frequently in the Arctic? What advantages does it offer? What care does the Eskimo family take to ensure that the dogs are healthy? Why would this be important to the family? What would happen if several dogs became ill and could not work in the team? What would the other families do to help such a family? What makes you say that?"
10. Eskimos make their own sleds of wood and bone. They fasten the frame with rawhide. Using balsa wood, heavy cardboard, glue, and string, some students may wish to construct their own sled. Use pictures in books and encyclopedias as guides.
11. In summer, transportation by water is faster and most common. Dogs are often used to pack goods on their backs. On man boats called kayaks and longer broader boats called umiaks are used. Have students find pictures of Eskimos in kayaks and umiaks. "Which boat would a man use to take his family to another spot for fishing? Which boat would a man use to go fishing? Why?"
12. Hunting and fishing are important to the Eskimo. Stone or metal tipped harpoons were the main weapons used before the advent of the rifle. They are still in great used no since they are so quiet. Ask: "Why might it be important for the Eskimo hunter to be quiet? What happens when a rifle is fired? What happens when a harpoon is thrown? What can you say about the differences between the two weapons?"

13. Look for pictures of Eskimo harpoons. Students can make drawing of the harpoon or can construct a model of this out of clay, soap, or balsa wood. The help of an older child may be beneficial.
14. On the basis of books, class discussions, and pictures in encyclopedias, students will enumerate the animals on which the Eskimo depends. Possible students responses: whales; seals; birds; fish; foxes; walrus; and caribou.

    Students will then suggest the weapons, tools, or methods required for each prey:

    Whales--umiaks are used. This requires the combined efforts of several hunters. Harpoons and rifles are used.

    Seals and Walrus--hunted on ice using breathing holes. Harpoons and rifles are used.

    Birds--nets, spears, or bolas are used.

    Foxes--trapped using metal traps. The pelts are exchanged at trading posts for needed items.

    Caribou--a rifle or harpoon is used. Eskimos are especially effective in killing swimming caribou.
15. Eskimos place high value in items which combine utility and beauty. Everyday items are frequently decorated. Buckles in the shape of seals, knife handles carved like fish, etched designs in snow goggles, etc. are prized. Bone and ivory are used, as is soapstone. Examine pictures of Eskimo art. "How does this compare to the art you are familiar with produced by Navajos? How is it like your art? How is it different?"
16. Discuss the language requirements for any given people. Begin the discussion by asking: "Do you think the Eskimo needs to know words that describe desert, cactus, lizard, and snake? Why do you say that? Can you think of words which would be very important to the Eskimo?" The Eskimo has many different words for objects which we call by a single word. For example, the Eskimo does not refer to the animal simply as "seal" as we might, but has different words to indicate the same animal when it is young, old, on land, and in the water. "One word you know is 'snow.' You may know related words to mean snow in different conditions such as slush, powder, etc. The Eskimo has a long list of words used to describe different conditions of snow. Why do you think this is true? Why would snow conditions be important to the Eskimo?"
17. The religion of the Eskimo centers around the food supply. All objects and animals are believed to have souls. Animal spirits must be respected. When a seal is killed, its bladder is thrown back into the water. The Eskimo believes that this ensures a future supply of seals. When an Eskimo dies, his body is sewn into Caribou skin and left on the ground or under a pile of stones. Food and weapons are placed beside him to help his spirit in the afterworld. Students can listen to Eskimo legends and stories read to them by the teacher. These legends and stories can be illustrated by students and assembled into a booklet for class display. The Eskimo medicine man is called the angakok. He has a special guardian spirit. He is a healer and weather forecaster. "Why would the Eskimos find his weather forecasting helpful?"

Add your own activities:

Problem III

How has the life of the Eskimo changed since the arrival of the white man?

Content

Increasing numbers of Eskimos are moving to permanent settlements, especially in the western portions of the Arctic. Since World War II men find employment in communities whose economic base is not one of fishing and hunting. Eskimo children attend government or mission schools where English or Danish is the spoken language. The contacts with the white man have not always been beneficial for the Eskimos. Early explorers, whalers, and traders killed Eskimos outright, herds or seals and caribou have been drastically reduced and diseases for which the Eskimo had no immunity have wiped out whole settlements. Currently the Eskimo is under the jurisdiction of the Bureau of Indian Affairs (U.S.) and the Department of Indian Affairs and Northern Development (Canada).

Activities for Problem III

1. "On the basis of what you already know about the Eskimo, can you name some things that the Eskimo has now that he did not have before the white man came?" List student responses on the board. Pictures of Eskimos in a wide variety of activities may illustrate clothing, rifles, eyeglasses, cooking utinsils, etc., which were not produced by the Eskimo.
2. On the basis of activities in Problem II, have students discuss the role of the hunter with a harpoon and with a rifle. Write responses on the board: Possible responses

Hunter with a Harpoon	Hunter with a Rifle
Very quiet; doesn't disturb herds.	More accurate at long distances.
Every hunter knows how to make it.	Can be purchased at trading posts.
The harpoon is self-contained.	Requires bullets--have to be purchased.
Easy to find prey in water.	You can take more than one shot.

3. Many settlements now have electricity, even to the traditional winter houses. "How do you think this has changed things for the Eskimo?" List ways that electricity would change the life of the Eskimo:
4. Draw pictures and describe new things the Eskimo community could do if electricity were introduced.
5. "Suppose that the white men continue to slaughter the herds of seals on which the Eskimo has depended for food. How will this change the life of the Eskimo?"

   Follow up questions: What could be done to protect the herds?
   How do you think the Eskimo would feel if the herds were killed?
   What other animals might the Eskimo use for food if the seals were not there?
6. Efforts have been made to introduce the Siberian reindeer to the western and central Eskimos. Unlike the caribou, reindeer can be tamed. Ask the students, "Suppose the Eskimo could be taught to raise reindeer. They could keep them in herds, like many of your parent keep sheep. Some could be butchered and sold for meat and hides. Money from the sale could be used to buy

things the Eskimo family needs. What changes do you think the Eskimo family would face if this happened?" List student responses on the board (Possible responses)

The man might miss hunting and fishing.
The family might not like to stay in one place all the time.
The children could go to school in a settlement.
They wouldn't have as much chance of going hungry.
How could they get the money to buy the animals?
What would happen if the animals got sick?

7. Some students may wish to do research on the musk ox. Recent efforts in the United States have shown that these animals can be tamed. Their hair has considerable commercial value, and programs designed to teach Eskimo women to knit and weave the hair have been initiated. Raising herds of musk oxen is yet to be tried on a large scale, but it might point to future developments for the Eskimo.
8. Class discussion about the changes in the Eskimo way of life. Ask: "You learned in the last problem how the Eskimo families joined together to help each other. The men hunted together and shared their catch. The women often meet together in the evening to sew family clothing. When people live near each other and depend on each other in some way, we say they are a community. On the basis of the changes facing the Eskimo, how do you think the community will change?" After the pupils have had the opportunity to discuss as a group, they can write short statements about the ways the community will change, illustrating their papers.

Add your own actitivites:

Culminating Activities

Students will write individual stories telling about a seal, whale, or caribou hunt. These stories can be accompanied by illustrations and diagrams. Add all pertinent explanations and information so that the reader understands the preparation, execution, and details of the hunt. Bind the written information and illustrations together and display in the library with books relating to the subject of the Arctic and the Eskimo.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Globe.
2. Flat map of the North American continent.
3. Encyclopedias.
4. Construction paper for pupil drawings.
5. Butcher paper for murals.
6. Writing paper.
7. Materials to construct Eskimo houses: styrofoam; marshmallows; balsa woods; dirt; or sod.
8. Materials for dog sled: balsa wood; cardboard; string; and glue.
9. Materials to construct harpoon: clay; soap; or balsa woods.

Sources for Teachers

Sonia Bleeker, The Eskimo, William Morrow & Co., 1959.

R. Creekmore, Lokoshi Learns to Hunt Seals, MacMillan Co., 1967.

S. Epstein, and B. Williams, The Real Book About Alaska, Doubleday and Co., 1961.

Phyllis Krasilovsky, Benny's Flag, World Publishing Co., 1960.

Vilhjalmur Stefansson, My Life With The Eskimos, The MacMillan Co., 1951.

GRADE 3

Theme: THE COMMUNITY

Teaching Unit Title: THE NOMADIC COMMUNITY

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Every society develops a system of roles, norms, values, and sanctions which guide the behavior of individuals and groups within the society.
2. Where water is scarce enough to jeopardize the well being of a community, its control (conservation) becomes a matter of public concern.
3. In simpler societies, where there is less division of labor and where change is slower, there are few associations and they are more inclusive.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand the life style of Nomadic people.
2. Understand the Nomadic culture in terms of the land occupied.
3. Understand the parallels between the life of the Navajo and that of the Nomad.

Attitudes. To help the Navajo pupil:

1. Appreciate and accept many peoples and their cultures.
2. Appreciate the basic likenesses of all people.
3. Develop curiosity about cause and effect relationships.

Skills. To help the Navajo pupil:

1. Locate information in a variety of sources.
2. Read to locate main ideas and pertinent information.
3. Present research findings to others in a variety of forms.
4. Work cooperatively in both large and small groups.

Suggested Initiation Activities

1. Have the class collect pictures, books, and photographs of all the different ways man uses water. Daily newspapers and weekly magazines are helpful for this activity. Display the pictures in a collage form on a large piece of art board or butcher paper.
2. The children can prepare lists or short stories that describe all the ways their lives at home and at school would be different if there were extreme shortages of water. The teacher can ask: "How is water stored at school? How does your family get water at home for its own use? How does it get water for its animals? What would happen if it could not get adequate water for its animals?
3. On the basis of earlier units studied in this grade, have the students prepare lists of ways

people in other communities use water. The teacher can ask: "In addition to its use for drinking, how else is water used? Can you group all these other uses for water? What would you call the groups? Why would you include the items you selected under each heading?

Problem I

What do we know about the environment in which the Saharan Nomads live?

Content

Deserts, which occupy nearly one-fifth of the earth's land surface, can be mountainous or rocky. The stereotyped picture of the desert as a flat, sandy wasteland of shifting dunes is seldom true. Deserts may be cut by exotic streams, and occasional outbursts of rain yield rushing torrents that dig into the earth's surface. Unlike the Sahara, which is extremely hot, other deserts such as the Gobi, may be very cold in winter. Many deserts are almost totally without water. Springs provide water for oases and the growth of various crops. Irrigation has proved successful in the desert environment. The plants and animals able to live successfully in the desert have adapted themselves to a harsh way of life.

Activities for Problem I

1. Have the students locate the major continents and bodies of water on a globe. Locate the continent of Africa. Refer students to a flat relief map of the continent of Africa. Locate the Sahara Desert. On a ditto map of Africa prepared by the teacher, have the children draw and label the following points: 1. Sahara Desert. 2. Atlantic Ocean. 3. Indian Ocean. 4. Equator. 5. Congo River. 6. Red Sea. 7. Arabia. 8. Mediterranean Sea. 9. Egypt. 10. Algeria. 11. Libya.

   Using the globe, large wall maps, and information provided in other sources, the students will discuss the location of the Sahara. The teacher can ask: "What portion of Africa appears to be desert area? Where is the Sahara? What other parts of Africa are desert? What do you already know about deserts?"
2. On the basis of the questions ending activity No. 1, pursue the meaning of the word desert. Elicit answers from children by asking: "What is a desert?" After the students have exhausted all characteristics they think apply to the term desert, have them research individually or in small groups to better define the word. Present the findings to the class in the form of verbal statements. Ask them to identify the source of information. Compare the definitions. Students may then write a short definition of their own that seems to combine many of the characteristics they have discovered. This definition should be in words understood by all class members. It is not important that they commit the definition to memory.
3. On the basis of activity No. 2, students will compare their own environment to the definition they have selected as "their" meaning of the concept desert. Have the pupils work in small groups to identify the similarities and differences between the two environments. Students can select a

secretary to write the responses of the group. Divide a paper into two sections vertically. Label one section Similarities, the other section Differences. (Be certain students fully understand the meaning of the two categories.) After the groups have had time to enumerate responses, meet as a large group to share conclusions.

4. Construct a relief map of the continent of Africa using papier mache on stiff cardboard or plywood; carving the continent from successive layers of styrofoam or cardboard; or using a salt and flour mixture. Identify the colors to be used in designating the elevation and climatic differences. Make a map legend to designate the meaning of the colors. Paint the map with watercolor or tempera. Spray with fixitive and display. This can be a small group activity or an individual project.
5. Students will research the Sahara Desert in terms of the characteristics discovered during activity No. 2. Students can select the particular category that appeals to them. (Possible categories might include: temperature ranges; animals; crops; irrigation; oases; or plant life. Do not pursue human occupation at this time.) Have students restrict their research to the Sahara Desert if possible.
6. On the basis of the information discovered in activity No. 5, the students will select an appropriate means for presentation. Some students may wish to make oral or written reports, but pupil drawings should be encouraged. Others may construct dioramas, murals, notebooks accompanied by drawings, or tape recordings. This activity will probably extend over several days.
7. Divide the class into small groups to discuss and propose answers to the following question: "On the basis of what you have learned about the Sahara Desert, its animal and plant life, how do you think plants and animals have had to adapt (change) in order to survive there?" Discuss the question as an entire class to be certain that students understand the meaning of "adapt." Have students offer concrete examples of statements they propose. For example:

Student Statement	Example of Statement
Animals in the desert require less water than most animals.	Camels sweat little; keep for long periods on the water they do drink.
Animals escape the heat.	Smaller animals burrow underground to avoid heat during the day.
Desert plants require less water.	Desert plants store water in thick leaves or stems.

8. On the basis of books, film, or filmstrips, students will list all the plant and animal life that can be found in the Sahara Desert. From this list, they will select those plants and animals which, in the opinions of students, can be useful to man. This can be an individual or group project. Compile a complete list of student responses and discuss as a large group. Students then will offer specific suggestions of how man could make use of these things.
9. On the basis of earlier activities, research, and discussion, students will suggest all possible means of transportation across the Sahara: Possible student responses:

   Roads and tracks provide routes for automobiles, trucks, jeeps, buses, etc...

Camels are often used for caravan passage of goods, travelers and fodd...

Airplanes fly from major cities...

Railroads have been built in many desert regions...

10. On the basis of responses gathered in activity No. 9, the children will list all advantages and disadvantages they can predict for each of the means of transportation. Example:

Means of Transportation	Advantages	Disadvantages
cars, trucks, buses.	probably reliable, fast.	sand might blow over roads; might break down; hot.
camels.	cost little to run.	very slow.
airplanes.	very fast.	expensive.

Add your own activities:

Problem II

What do we know about the Nomadic community?

Content

The term nomad applies to those people who wander and have no settled home. The path followed during travels tends to have cyclic paths according to the seasons. Nomads may have different reasons for their wandering but the pastoral nomads in the Sahara wander in search of pasture for herds of sheep, goats, camels and horses. These are measures of any nomad's wealth. Nomads maintain strong in-group relations in their small community.

Activities for Problem II

1. Most nomadic peoples wander through a general area in a cycle according to the seasons. The teacher can discuss this with students and then ask: "What reasons might the nomad have for wandering?" List student responses on the board. Possible student responses: the nomads want to see relatives in other areas; they want to see new places; they are forced to move by people who don't want them around; they are looking for food in many places; they need more food for their animals. Select two or three students to investigate the meaning of the word nomad--from the Greek, meaning "one who wanders for pasture." After the students have shared their findings with the class, students can discuss the implications of the definition.
2. On the basis of activity No. 1, students will continue the discussion of nomadic life. Briefly, a nomad is a person who wanders about and has no settled home. However, most nomadic peoples wander through a general area in a cycle according to the seasons. The teacher can further the discussion by asking: "How would the life of the nomad be different from that of a person who remained in one place?" Tape record student responses or write them on the board. Try to allow each member of the class to contribute at least once to the discussion.
3. On the basis of previous activities, students will write short stories describing the difficulties a nomad boy or girl might have in adjusting to the Navajo (more sedentary) way of life. Illustrate the stories with pictures or role play this activity.

4. The children might pursue the question: "Why don't the nomads farm the Sahara Desert areas instead of wandering?" They should be encouraged to locate similar desert-like areas which have been successfully irrigated, such as in Israel (See the Grade 4 Kibbutz Unit). Ask students: "Is there enough water in the Sahara to provide irrigation for the land?" Have them suggest different ways of moving water to the desert. Divide students into teams of two or three members. The purpose of the activity is to encourage diversity in responses. Students are to list every possible way to move water. Each answer must include the source of water, the means of transporting it, and the area of the Sahara chosen as the destination. Students can illustrate their responses with maps.
5. Discussion with students: Since the nomads do not farm, but do have herds of sheep, goats, camels, and horses, what must they provide for their animals? Elicit student responses. Ask: "How is this like the problems faced by the Navajo sheep herders? How is this different from the problems faced by the Navajo sheep herders? What kinds of things can these animals provide for the nomads?"
6. Discuss the possibility of shelters in a nomadic society. Ask students: "What kind of a shelter would the nomad require if he is moving constantly?" Discuss student responses. "How is this different from the kind of shelter you have? Why are they different? Could they be alike? Why do you say that? How does the nomad move his home? Why would it be important for it to be lightweight? Why would it be important for the nomad to be able to put it up and take it down quickly? What kinds of materials do you think the nomad uses for his home?" Students will investigate those questions about which he is uncertain. Assemble pictures showing the nomad in or near his tent. "What does he put on the floor? Why do you think these rugs are necessary?"
7. The Navajo of today usually travels by car or truck. Occasionally he may ride horseback. The nomad uses the camel to move from one place to another. "How can the nomad be sure the camel will be outside his tent when he awakes in the morning? Can you find pictures which show how the camels are kept near the tents?" (Camels are hobbled by their front legs to prevent movement). "Can horses be hobbled in this manner? Have you ever hobbled a horse?" Have several children show the class how this is done. "How else can a horse be kept in one area if there is no corral available? What would happen to a caravan if the camels wandered off in the night?"
8. On the basis of activity No. 8, students can write a short play about a nomad boy or girl their age who forgets to hobble his family's camels one night. Students take the parts they write and present the play to the class. In order for the play to be authentic, they may wish to pursue activity No. 10.
9. Examine pictures, films, filmstrips, and books to determine the kind of clothing worn by the nomads. "What color does it seem to be? Why do you think this is chosen as the color? Why isn't black worn much?" Students can demonstrate the heating characteristics of white and black by placing two large construction papers, one white and one black, in the sun for an hour. Place a thermometer on each paper. Read the temperatures. "What can you say about the differences between the two temperatures?"
10. Much of the clothing worn by the nomad is loose-fitting. "Why do you think this custom continues?

What can you say about the way man has adapted himself to the hot temperatures of the desert? Why do the nomads wear a turban wound around their head? How does this help them? What do you think would happen if nomads went bare-headed? Can you think of any other people who wear head protection from the sun? Are any of these people Navajos? What are they doing?" Students can take long pieces of cloth and practice wrapping around their heads.

11. The purpose of this activity is for the pupils to learn the diet of the nomadic people. Have the students list all possible meats they might eat, on the basis of student knowledge of animals herded and animals native to the desert area. The nomads eat mainly mutton. "How do you think they use goats?" (Hair is collected and woven.) "What about the camels and horses?" (Camels provide some milk; horses are symbols of wealth, usually only the chief of a caravan of nomads will own and ride horses.) Tell the students that nomads also eat locusts and sometimes lizards. To supplement the meat, nomads eat rice, vegetables, cheese, and honey.
12. The people on the caravan are under the leadership of the chief or sheik. They look to him for leadership and guidance. Usually he is the wealthiest of the group of nomads he directs. Wealth is measured in the number of animals an individual owns. Ask students: "Why would it be important for the members of the caravan to follow the directions and advice of the sheik? What would happen to the caravan if the people ignored the sheik's advice? What kinds of decisions do you think the sheik makes for the caravan?" (Where and when to make camp, when to go to the bazaar, thr routes to take between oases, etc.) "How do the people in the caravan depend upon the sheik? What would happen if he made a poor decision? Why do you say that? Can you think of leaders in your tribe who offer advice to other members of the tribe? Why is it important for tribal members to follow their advice?"
13. Students will research the concept of oasis. They might wish to examine the crops raised near an oasis and the placement of the crops around the oasis itself. The tallest trees are the date palms. Under these grow citrus trees such as orange, apricot, and olive. Under the fruit trees grow ground plants such as peppers, melons, beans, and cucumbers. Have students draw the "layering" effect. "Why do you think the people at the oasis organize the crops in this way?" Ask students: "What are some of the reasons for the caravan visiting an oasis?" "What things could the caravan bring to the people living at the oasis? How do the nomads and the people living at the oasis work together so that each of them is helped by the other? How do the people in the caravan work to help each other?"
14. "From what you know about the nomad, what are some of the reasons he might have for visiting the bazaar. How is the bazaar like the trading post your mother and father might visit?" Draw pictures comparing the Navajo trading post and the bazaar. "What things does the nomad bring to the bazaar? What kinds of things does the nomad buy at the bazaar? How does he buy them? What does barter mean?" There are many concepts for children to understand. Films may depict a bazaar best for students of this age, unless they are familiar with the barter system. Having students barter in class is an enlightening experience for them. They can have a "book bartering" session where play money is exchanged for library books individuals are interested in "buying" from

each other to read before they are due. Stress negotiating for more or less money, depending whether they are the buyer or seller.

15. "What kind of education do you think the nomadic children would require to teach and prepare them for the way of life followed by their parents? Who do you think gives them this training? Why would it be difficult for them to go to a school like yours? What can you say about education and the nomads?"

Add your own activities:

Culminating Activities

Students will create a "college bowl" game by preparing simple questions about the recently completed unit. These should be factual in nature, so that all class members are in agreement about the correct answer. Four pupils are selected to serve as the "experts" of one team; four more for the second team. The questions should be written on 3 x 5 inch cards with the answer on the back. One student selected as the moderator reads the question. Students on each team write the answer on a sheet of paper in large writing. The number of correct answers for each team after each question determines the number of points earned. After ten questions, the points are added and the team with the most points wins. Then new panels are selected and new questions are read. Students in the audience can be encouraged to answer the questions silently to themselves to see if they can do better than the "experts."

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Daily newspapers.
2. Magazines.
3. Butcher and black and white construction paper.
4. Scissors and paste.
5. Globes.
6. Flat relief maps of Africa.
7. Papier mache mixture (strips of paper and wheat paste).
8. Cardboard.
9. Wood and styrofoam.
10. Flour and salt.
11. Tape recorder.
12. Thermometers.

Sources for Teachers

Harold R. Dickson, *The Arab of the Desert*, Allen & Unwin, 1951.

Issak Diqs, *A Bedouin Boyhood*, Allen & Unwin, 1967.

Edward Nevins and Theon Wright, *World Without Time: The Bedouin*, John Day Co., 1969.

V. Quinn, *Picture Map Geography of Asia*, J.B. Lippincott, 1963.

GRADE 3

Theme: THE COMMUNITY

Teaching Unit Title: COMMUNITY LIFE IN THE NETHERLANDS

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Communities are groups of people living together in the same general area and sharing a culture and common problems; there are different sizes and kinds of communities.
2. Temperature is affected by a number of factors such as distance from the equator, closeness to large bodies of water, and elevation.
3. An individual may learn a variety of occupational skills and may earn his living in many different ways.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand how the climate and location of the country affect the lives of its inhabitants.
2. Understand how the efforts of man have changed the appearance of the land.
3. Understand the work of the people in a Netherlands community.
4. Understand the types of transportation in the Netherlands and how these are reflections of both environmental conditions and societal values.

Attitudes. To help the Navajo pupil:

1. Appreciate the cultural contributions of the Dutch people: their art and crafts; literature; music; and drama.
2. Appreciate and accept many peoples and their cultures.
3. Recognize the satisfaction of performing a job to the best of his ability.

Skills. To help the Navajo pupil:

1. Locate information on a given subject in a variety of sources.
2. Summarize quantities of data into concise summary statements.
3. Present research findings to peers in oral form.
4. Interpret graphs, charts, and tables.

Suggested Initiation Activities

1. Collect books, bookjackets, artifacts, pictures, posters, and crafts from the Netherlands. Provide the world globe and a flat wall map. Identify the Netherlands. Establish its distance from the United States. "Is it far away? How far? What other places in the world are the same distance? How do you know this? How can we measure distance using a wall map or a globe?" Review scale with the children. Students can measure with a tape the distance from the U.S.

to the Netherlands. Locate the closest neighbors of the Netherlands. "What are their names? on what continent is the Netherlands?" Take an imaginary trip from your Navajo school to the Netherlands. "How would you travel?" Students can explain to the class the route they would follow and the means of transportation. Encourage them to travel by the shortest route if they are pressed for time; a leisurely route if they are in no hurry. In each case they should trace their route on a map or a globe. They can name the bodies of water and continents they would see as they traveled to the Netherlands.

2. Write to the Netherlands Information Service (Unit Resources) to obtain pamphlets describing the Netherlands. This should be done prior to the beginning of the unit as there is often considerable delay in obtaining materials.
3. Observe the coastal area of the Netherlands on a large wall map of Europe. "What do you see?" Possible students responses: "The Netherlands looks like a small country. One border of the Netherlands is on water. There are many cities along the coast. Many rivers going through the Netherlands end at the water."
   "From what you have seen, what can you say about the importance of the sea to the Netherlands? Why do you say that? Do you think the sea will mean the Netherlands is like where you live? Why do you say that? Will the sea make the Netherlands different from where you live? Why do you say that? What things will be the same, do you think? What things do you think will be different?"
4. Compare the size of the Netherlands with the size of the state on a world map. It may be helpful if the teacher can trace around the boundaries of both areas, enlarge them so that the class can compare the size easily and then conduct a discussion. "Which is larger, your state or the Netherlands? Which one do you think has the most people living in it? Why do you say that? What would you say if the smallest area had the most people living in it? What do you think that would mean for the people living there? Why do you say that?"

Problem I

What do we know about the geographic characteristics of the Netherlands?

Content

The Netherlands is a unique geographic case study. Located on the North Sea, the country serves as a strategic port for bordering countries further inland in Europe. Most of the Netherland's land has been literally reclaimed from the sea. Much of the land lies below sea level. Dikes, canals, and pumping stations are necessary to pump water from the low land which is allowed to drain following enclosure. Once the land has been drained, it is allowed to lie fallow; chemicals are also added to ensure that any salt remaining is dissipated before crops are planted. The presence of massive dikes facing the North Sea are a necessary precaution to the safety of the inhabitants. The Dutch wage a constant battle with the sea. Much of the land remains somewhat boggy.

Activities for Problem I

1. Provide pupils with a map of Europe. Have them locate the Netherlands. On a ditto map of the country of the Netherlands, students will locate and label the following points:

   Chief Rivers: Maas, Rhine, and Scheldt.

   Provinces: Friesland, Groningen, Drente, Overysel, Gelderland, North Holland, Utrecht, South Holland, North Brabant, Limburg, and Zeeland.

   Chief Cities: Amsterdam, The Hague, Rotterdam, Haarlem, Alkmaar, and Leyden.

   Islands: Amedland, Schiermonninghoog, Terschelling, Texel, and Uliland.

   Zuider Zee (Yselmeer).

   Students may gather information to complete this assignment by using globes, maps, and textbook maps. It may be beneficial to make a large map of the Netherlands for reference during the unit. This can be accomplished by the use of an opaque projector. Select a clear outline map of the Netherlands. Project the map on a wall to which a large paper, such as butcher paper, has been fastened. Students can trace the outline of the map, including islands, rivers, and cities. They can later add appropriate labels and a map legend.

2. Students will use maps and globes to discover: The Netherlands is in the Northern and Eastern Hemisphere. The Netherlands is in the North Temperate zone. The Netherlands is by the sea. Elevation colors show that it is for the most part a very low land. Explain that the Netherlands means low land. Holland means hollow land. Most of the Netherlands is below sea level. Develop this concept by the use of drawings on the chalkboard or through the use of the overhead projector.

3. The climate of the Netherlands is generally cool and damp. Mists along the coast are common. "Is this similar or different from the climate you have where you live?" Students can research the climate of the Netherlands using general reference materials provided by the teacher.

4. On the basis of the research accomplished in activity No. 3, students will prepare a concise, short paragraph describing the climate of the Netherlands. Supportive details should be brief. Essential information rather than extraneous material should be sought. Discuss some examples which come closest to the objectives of the assignment.

5. Students will begin a picture dictionary of the new words encountered in their study of the Netherlands. As they learn the meaning of these new words they can be illustrated and bound into a class dictionary. Students should select those words they wish to include. Possible selections might be: polder, dikes, wooden shoes, canals, windmills, dune, piles, delta, reclamation, textiles, Delftware, Edam, and Klompen.

6. Students are to look at the pictures supplied in the textbooks and resource materials. Without relying upon written explanations, what do the pictures tell you about the land formations in the Netherlands? See if students can surmise from the pictures alone. "What did you see? What else is in the picture? Look at the maps you prepared in initiation activities. Where on the map do you think this picture was taken? What makes you say that?" Students may then read to find explanations for the following geographic features:

   Trees: No extensive forests but willows grow on the dikes, and there are several varieties of native trees.

Sand Dunes: These separate the sea from the land. Wherever the dunes were absent dikes had to be constructed. Helm is the name of the course grass which is planted on the dunes to prevent the sand from being swept away.

Dikes: Heavy sea walls built to keep the sea out. There are three dikes: The Watcher (waker); The Sleeper (slaper); and The Dreamer (dromer).

Canals: These drain the land and are often above the level of the surrounding countryside. The country looks like an enormous jigsaw puzzle.

Polders: Endyked areas within the canals. The surplus water is drained off in small ditches that carry water to the canals. This water used to be drained by means of windmills. Now there are electric pumping stations.

7. Read the poem "Leak in the Dike" to the class. Point out the impossibility of a boy putting his finger through a dike eight feet thick, but also discuss the famous legend as an example of the patriotism and pride the Dutch people have for their country.
8. Make a bulletin board display of picutres that emphasizes the physical feature of the Netherlands.
9. Students will write summary statements or sentences about the physical feature of the Netherlands. Write the sentences on the board as the students complete and read to the teacher. Discuss as each sentence is added. Students may begin a notebook on the Netherlands. Included can be the materials about climate from activity No. 4. Students may also illustrate the summary statements.
10. Students will construct a dike. This could be coordinated with other subjects such as science. This is an opportunity for a small group to work together and for a less academic student to succeed at an extra project. Procedure: The core of the dike is made of packed sand; Cover the core with heavy clay; grass with long roots is planted in the clay; the side of the dike facing the water is made stronger by wooden pillars and mattresses woven of willow twigs; large blocks of stone carefully fitted together are placed at the base. This can be formed in a large glass baking dish or any other water-proof container. Children should research the construction of a dike. Emphasize that you will not be able to use the authentic materials but will substitute from the materials available in a much different environment.
11. On the basis of activity No. 10, students can explain to another child, group of children, or entire class the procedure followed in dike construction. They may also write a story explaining the function of a dike.
12. Students will write a report concerning some geographic feature of the Netherlands. Let the individual child choose a topic which interests him. Bind the reports in covers which depict the subject of the report. Display on a table and encourage students to read several reports.
13. Make a relief map of the Netherlands. Salt, flour and water make a suitable map mounted on a sturdy, water-resistant base. Color with water-colors or tempera paint with the appropriate shading to indicate elevation. Students may label important seaports, lakes, seas, rivers, and cities.

14. Play the game of "twenty questions." Students write short hints describing some physical feature of the Netherlands, ending with the question, "What am I?" The other students in class try to guess what is being described.
15. Students will learn about the natural resources of the Netherlands by consulting a land-use map and a products map of the Netherlands. In addition to the information provided from the maps cited above, students may investigate this topic by consulting a text, pamphlet, or encyclopedia. "From what you have learned about the products, land use, and industries of the Netherlands through your investigations, what are some of the materials the Dutch people would consider their natural resources? Develop with students the concept of natural resources." Emphasize that any particular item is not considered a resource until the society considers it valuable. The society must also develop a way to use that resource. It cannot be potentially valuable, but must be utilized. "With these points in mind, what resources are important to the Netherlands?" Sample students responses: fishing industry; clay--used in production of Delft china; reclaimed land as a resource, especially in the production of flower bulbs; and imported diamonds.

Add your own activities:

Problem II

What do we know about the way of life in a Netherlands community?

Content

Most residents of the Netherlands are of Germanic origin. Despite the large populations in major cities where citizens often work in technical occupations, life in the rural communities often centers around agricultural production. The citizens often produce many of their family's food requirements on their own land. Open markets where prices are bartered are common.

Activities for Problem II

1. Obtain pictures of adults and children from the Netherlands. Compare these pictures to pictures of Navajo children, children studied in previous units, and pictures of people from a variety of books. Have students describe in their own words the characteristics of the adults and children as portrayed in the pictures. They may wish to concentrate on dimensions such as hair color, eyes, skin color, etc. "In what way are these people like you? In what are they different? In what ways are they like and different from the pictures of other people?"
2. Read stories to students about the life styles and events of citizen in the Netherlands. Also furnish books for children.
3. From the information gathered in activity No. 2, students will begin to compile a list of the activities the Dutch people do for entertainment. This activity will continue for some time as students add more information from reading stories and doing research. This may be made into a chart comparing the forms of entertainment of the Navajo and the Dutch. National sports, such as soccer, can be compared with baseball and football. "What do children do for entertainment? In what way is that like the things your father and mother do for entertainment? What can you

say about the ways both groups entertain themselves?"

4. Examine the clothing of the people. Use an opaque projector to show colored illustrations of the typical clothing. "How does this compare to the kind of clothing you wear? Would the clothing you wear during the winter be suitable for the climate in the Netherlands? What makes you say that? What can you say about the clothing of summer? Would your clothing be suitable for the climate in the Netherlands? What can you say about the kind of clothing and the climate?"
5. Students will compare various Dutch holidays with holidays of their own:

    Kermis: An annual fair. Compare to the Navajo fair and rodeo.
    St. Nicklos Day (Dec. 5th) The children put hay in wooden shoes for St. Nicholas' white horse. He leaves them fruit, candy, and gifts.

    January 1: This is a bank holiday and is used for visiting
    Skating Day: The first day that the canals freeze over hard. School is closed.
    Tulip Sunday: Are there any holidays in the U.S. that use the theme of flowers?
6. Students can investigate the homes of an average community in the Netherlands. Students can examine pictures in texts and resources such as encyclopedias. They should look for similarities and differences between their own homes and the homes they observe. To guide investigation, the teacher may wish to ask the following questions: "Why are the homes built close together? Why are pilings used? Why do the Dutch have great tiled fireplaces?"
    In addition to the study of the outward appearance of a typical home in the Netherlands, students may direct their attention to the following points: polished brick bloors; cleanliness of the home both inside and outside; gay tiles and scenic dishes displayed in the homes; home libraries; handwoven blankets; small stoves in the kitchen.
7. Students will compare the pattern of eating meals in the Netherlands with their own meal pattern. Discuss the meals a child in the Netherlands is likely to eat:

    Most Dutch eat six meals a day: little breakfast; real breakfast; luncheon (cheese, butter, cream, milk, eggs); afternoon tea; dinner; and supper.
    Children especially like Kaas, which is a soft unripened cheese.
    Everyone eats fish and oysters.
8. Students will discuss the types of transportation within and between communities in the Netherlands. There are several main types of transportation;

    There are two persons to every bicycle in the Netherlands.
    There are now broad highways but bicycles outnumber automobiles.
    Railways are owned by the state.
    Canals are responsible for a major part in the transporting of goods. Most of this is done by by barge over the 5,000 miles of canals.
    Various steamship companies are located in Rotterdam and in Amsterdam.
    Dog carts are a popular means for delivery, especially in small communities.
    Skating on canals in winter is a quick means of transportation.

On the basis of the information above, have students discuss the transportation in the Netherlands as a function of draining the land, level surface, and severe winters. "How have the geography, climate, and topography affected the kinds of transportation developed? How is this like and different from the transportation in this country?"

9. Students will write an imaginary story describing the activities of a Dutch child their age who lives on a small dairy farm outside a given community in the Netherlands. Students may select their own community on the basis of earlier work in the unit. "How will the child move a product such as cheese to the nearest town? What will he see on the way? What means of transportation can he choose from and what determines his final choice?" Students may work singly or in small groups on this activity.
10. Students may dramatize the story of a child going to a nearby community. Or this can be portrayed in a large mural made of water colors, tempera, or crayon.
11. Students will investigate the major occupations of people in any given community in the Netherlands. They should read sections in texts supplied by the teacher, review material in resource materials and use pictures to determine the following important occupations and related industries: dairy farming; bulb growing; agriculture; fishing; diamond cutting; pottery; and trading.
12. Students will identify the important exports of the Netherlands; possible students responses: cheese and dairy products; flower bulbs; fish products; diamonds; and pottery. Have the students examine a land-use map and a products map of the Netherlands. "What other products are characteristic of the Netherlands? Which of these products are exported? What items do the Dutch people need to import? What products are raised or produced by the Navajo people? What items must you buy from the store?"
13. Students will identify specific products from the Netherlands. Then students may identify the community and their importance: Alkmaar: cheese; Amsterdam: Diamond cutting; Delft: pottery or Delft ware; Eindhoven: light bulbs; and The Hauge: seat of government.
14. **Students will learn about education in the Netherlands**
    a) **Children go to school when they are six years of age and stay in primary school for six years. Students by law attend school from their sixth to their fifteenth year.**
    b) **Most of the schools are coeducational, and students learn English, German, and French.**
    c) **There are three types of secondary schools: regular high school (5 years); gymnasium (6 years classical studies); and Lyceum (5 or 6 years--a combination of the two).**
    d) **There are also vocational schools.**

Students can compare the educational system in the Netherlands with the system in the United States, specifically the education they receive under the BIA system.

15. **Students will study famous artists of the Netherlands. Any fine art book describing works of art masters would be suitable for this activity. Consult the school librarian for assistance. Show students pictures by some of the following artists and tell the children why they became famous: J. Van Ruysdael--"View of Haarlem"; Rembrandt--"The Night Watch"; Jan Steen--"Doctor and Love Sick Girl"; and VanGogh--"The Corn Fields". Also see Modern Dutch Painting from**

Netherlands Information Service.

16. Students will make tiles similar to the tiles in a typical Dutch home. Guide a discussion of the tiles which decorate many Dutch kitchens. Many Dutch people make their own tiles depicting their family members, events, etc. Students can make tiles out of clay or celotex. Create Dutch designs on paper and then transfer this to the tile.

Add your own activities:

Culminating Activities

Students can make puppets with paper or cloth clothes that duplicate the ceremonial costumes of the Netherlands. See the art specialist for further suggestions to make the puppets. Give an original short play to another class with appropriate comments about the unit just completed.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. World globe and flat wall maps of the world.
2. Tape for measuring.
3. Ditto map of the Netherlands.
4. Encyclopedias.
5. Butcher paper.
6. Crayons, writing paper, and pencils.
7. Tempera and watercolor paints.
8. Scissors.
9. Sand, clay, twigs, stones, and water for dike.
10. Baking dish in which to put dike.

Sources for Teachers

Books

Angelo Cohn, The First Book of the Netherlands, Franklin Watts, 1962.

W. de G. van Embden, Life in Europe: The Netherlands, The Fideler Co., 1967.

Eugene Fodor, Holland 1967, David McKay Co., 1967.

Germaine King, Land and People of Holland, The MacMillan Co., 1966.

Organizations

Netherlands Information Service, 988 Mills Building, San Francisco, California.

GRADE 4

Theme: CULTURAL GEOGRAPHY

Teaching Unit Title: THE NAVAJO AND HIS LAND

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. Every human society has methods of production, distribution, consumption, and some form of exchange.
2. The work that people do in any place in the world depends on their abilities and needs as well as on the natural environment and resources of the region.
3. In all ages and places the importance assigned to local resources is a reflection of a society's values and technological advancement.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand that ways of living are related to climate, resources, and natural environment as well as cultural values.
2. Understand the relationship of topography, latitude, proximity to water, and prevailing winds to climate.
3. Understand the Navajo culture in terms of the land occupied.

Attitudes. To help the Navajo pupil:

1. Appreciate the basic likenesses of all people.
2. Appreciate the cultural contributions of other people to his own way of life.
3. Appreciate the importance of the land to the Navajo culture.

Skills. To help the Navajo pupil:

1. Grow in ability to use maps and globes.
2. Learn vocabulary pertaining to geography.
3. Suggest causes and effects from gathered data.
4. Prepare concise reports from factual material.

Suggested Initiation Activities

1. Display pictures of the animals, birds, reptiles, and vegetation found on Navajo lands.
2. Display books about the Navajo. Include the book jackets in the display. The children can make their own book jackets to add to the display.
3. Make a large outline map of the Four Corners area (divide by state borders only). Students can add appropriate land forms and labels as unit progresses.

THE NAVAJO AND HIS LAND

Problem I

What do we know about the physiographic features of the land area currently occupied by the Navajo Nation?

Content

The states of the Four Corners area lie in the southwestern part of the United States. The states have a variety of land regions: Rocky Mountains; the Great Plains; the Colorado Plateau; and Basin and Range regions. The geographic features range from forested mountains and great stretches of desert to gorges, canyons, and petrified forests. Basically the climate is dry. Daily temperatures vary greatly because the thin, dry air does not stay warm after sundown. For the most part, the average yearly rainfall is less than 20 inches. The heaviest rainfall occurs from July through September. Agriculture is an important industry, reflecting the climate and soil of the area.

Activities for Problem I

1. The pupils will enumerate all the landforms, both natural geographic features as well as man-made structures in the Four Corners Area. Be certain that any of the basic landforms (mountains, hills, plains, and plateaus) are included. Other features that may be included are deserts, rivers, lakes, power dams, irrigation ditches, etc. After the pupils have made their list, categorize these items according to one of two groups: natural features or man-made features.
2. As a class project make a relief map of the Four Corners area. Identify the states, cities, rivers, mountain ranges, railroads, etc. Make a map legend to identify the elevation and the colors represented on the map.
3. Draw a map that identifies the major farm, mineral, and forest products of the states in the Four Corners area. Consult encyclopedias and other resource books in the library for information. An exhaustive list is not necessary.
4. Discuss the geography of the states in the Four Corners area in relation to production; i. e., total yearly value of goods produced. Divide production into agricultural products, manufactured products, and mineral products. See encyclopedias for information. From the proportions of each group identified above, how would you describe the economy of the states in this area?
5. Write individual reports on one of the following topics. Students should especially focus on how the topic is important to the state in which he lives. Sample topics: water; plant life; livestock; minerals; game animals; irrigation; soil; forests; agriculture; and climate.
6. Consult maps that record seasonal temperatures of states in the Four Corners area. Compare these maps to a map of farm, mineral, and forest products of these states. "What can you say about the places where each product grows in relation to the seasonal temperatures?" Write short explanations of the temperature requirements of various farm and forest products. "Are there any temperature requirements of various farm and forest products. Are there any temperature ranges that make the growth of some products impossible in certain areas? What are they?"
7. Investigate the geographic requirements of sheep. The pupils will want to obtain information on the following: range of temperatures suited for raising sheep; grass or ground cover preferred;

location in states of Four-Corners area of the grass in item No. 2; major population centers in the states of the Four-Corner area; any other pertinent informtion. On the basis of the information gathered above, select those locations that seem particularly well suited for the production of sheep. "What can you say about these locations in relation to population centers?"

8. On the basis of activity No. 7, investigate the routes and means of transportation suitable for moving sheep to market. "Where are the closest markets? How many miles is this from the sheep production centers?" Locate the markets on a map. "What means are available for transportation?" List these. "Which means is the least expensive? Where did you get the information? Which means is the faster way? How much does the fastest means cost?"
9. On the basis of activity No. 8, make a chart comparing the means of transportation, the time required for each means from production center to market, and the cost for each means. Obtain information from trucking and railroad agencies. Sample:

Means of Transportaion	Time Required	Cost to Producer
Drive to Market		
Railroad		
Trucking		

10. Locate historical places, national parks, and monuments. Some may be state or community parks. "To whom do they belong? As a citizen, what is your responsibility for preserving these places?" Write a list of suggestions of ways to help preserve these locations in your state. Refer to Tourism in the Navajo Country: Resources and Planning, 1967, Navajo Tribal Museum.
11. "Think about the land around your home or school or community that has been eroded by the wind." Compile a list of locations that show evidence of wind erosion (Erosion of drainage ditches, cracks in masonry, and rounding of surfaces). "What is being done to prevent it?"
12. Name as many kinds of maps as you can that provide certain kinds of information. Sample: political; graphic-relief; population; land-use; rainfall; minerals; products; and historical. Gather samples of these maps, especially those of the Four-Corners area. Arrange a display with appropriate labels for each type of map.
13. On the basis of activity No. 13, students will indicate which map would best yield information on the following topics: areas in Arizona having more than 40 inches of rainfall; the route followed by the Sante Fe trail; the location of mountain ranges in the United States; places where most people live in New Mexico; copper production in the Rocky Mountain states; grazing land available in Colorado.
14. Draw a map of the land surrounding your home or the school. Use a scale of miles to show distances. Include a compass to indicate direction. Be sure to label the highways or streets.
15. Make a chart like the one below. Fill in information about the Four-Corner states:

State	Capital	Population	Industries	Minerals	Products

Add your own activities:

Problem II

What do we know about the Navajo ways of making a living and how is this related to the land?

Content

Although the traditional economy of the Navajo has been identified with the raising of livestock such as sheep, goats, horses and a few cattle, agriculture has occupied a position of high importance. Irrigation projects have a long history in Navajoland. The growing inadequacy of reservation range resources have been responsible for the reduction of livestock. The need for additional employment opportunities for Navajos outside the reservation resulted in such projects as the Four-Corners oil field; projects such as uranium mills, the construction and operation of pipelines, schools, clinics, hospitals, roads, and other reservation developments have increased the number of employment opportunities on the reservation. However, the economic growth continues to lag behind the population which is expanding rapidly.

Activities for Problem II

1. Identify on a map the following cities in the Four-Corner States occupied by Navajos: Sample: Alburquerque; Roswell; Sante Fe; Las Cruches; Hobbs; Carlsbad; Farmington; Clovis; Bisbee; Flagstaff; Globe; Morenci; Phoenix; Tombstone; Tucson; Yuma. Add your own. Write to the chambers of commerce in each of these cities. Find the percentages of populations which represent Navajo citizens. Identify the cities with the largest Navajo populations.
2. Investigate the means of employment in the states of the Four-Corner area. Research should be directed to encyclopedias on each state. Which category accounts for the largest number of employees on a yearly basis? Make a chart or graph which reveals the occupations and number of employees. Students may choose any visual form which best represents the statistics. Sample: bar graph; circle or pie graph; etc.
3. Examine a population density map of any or all of the states in the Four-Corner area. Provide background for understanding of the concept density. (The average number of persons who live on each square mile.) "Where are the major population centers?" Compare this to a map of farm, mineral, and forest products in an encyclopedia. "What can you say about the two maps? How are they different? How are they similar? What products are found near the population centers? What products are found far from the population centers? What one or two sentence statement describes the relationship between the centers of population and products?"
4. Make a simple density map of any of the states in the Four-Corner area. Include a legend. Identify the major population centers.
5. Prepare a simple bibliography of books that contribute to an understanding of the people and the land of the states in the Four-Corner area. Illustrate the bibliography with appropriate book jackets made by the students.

6. Make a notebook or a booklet summarizing the study of the geography and the population centers of the states occupied by Navajos.
7. Students will cooperate in developing a mural or other type of art project interpreting the study of problem No. 1 and No. 2 above.
8. Students will enumerate all occupations held by Navajo relatives, friends, or associates. This list should include all agricultural occupations of women as well as men. Write the list on the board. After the students have enumerated all occupations possible, examine the data. Ask: "Do you see some items in the list which are alike in some way?" Students respond by naming two or more items that appear related. "How are they alike?" Mark the items named by the first student with a star, check, circle, or some other distinguishing mark. Ask: "What other items seem to be alike?" Continue to group the entire list of items, marking each one.

   Sample:

   + herding sheep.
   service station attendant.
   + raise cattle.
   # assemble electronic components.
   # make silver jewelry.
   work in grocery store.

   Then examine each mark made to indicate the groupings. List just the marks on another board. Ask: "What would be a good name or title for this group?"

   Sample: # handcrafts +livestock

   Then ask: "Are there any items in the original list which could go in more than one group? "Identify these and mark with additional symbols, indicating that it can belong to several groups. "Are there any other ways we could have grouped the items on the list? Can anyone think of a different system of grouping?"
9. On the basis of activities No. 2, and No. 8, students will compare the occupations identified in No 2, with those enumerated in No. 8. From what they can say about the numbers of persons in each occupation in each of the Four-Corners states, how would the pupils compare this to the occupations held by Navajos? Where could they find more accurate information about the occupations held by Navajos? Elicit the sources suggested by students. Write to the sources identified. Sample: Bureau of Indian Affairs; Department of Labor; and the Tribal Museum in Window Rock.
10. If students do find major differences between the occupations held by the general populations of the Four-Corner states and those held by Navajo people, what might be the causes of these differences? Elicit student responses and organize into cause and effect categories:

Cause	Effect
Not many jobs on the reservation.	Navajos can't get work.
Navajos reluctant to leave reservation.	Have to drive long distances; or don't have steady job.
Navajos don't know anyone in nearby city where jobs are located.	Afraid to move away from friends and family.
The land is important to the Navajo.	Moving to city is moving from land he loves.

Older Navajos lack training for some skilled jobs.	Can't qualify for job even if they are eager to learn.
Older Navajos cannot read or write in some instances.	Cannot qualify even for job training.
Lack of telephones, inability to read newspapers, few friends in strategic positions in industry.	Don't hear about the jobs.
Don't have any experience working.	Employers don't want to take a chance.

11. Read this statement to the students: "The greater the amount of education a person has, the more likely it is that he will be able to gain employment." Ask: "What do you think would happen if all Navajo men and women over the age of 18 graduated from high school?"
Student responses:
    a) They would be able to get more jobs.
    b) They would start businesses of their own.
    c) They wouldn't be afraid to move away from families.
    d) They would be so smart they would not have to work.
    e) They would have other people to work for them.

Pick one of the items enumerated by students (example item a above, "They would be able to get more jobs." Write the item off to one side of the board. "What would happen then?" Student responses: they would have more money; they would be able to buy more clothes for their families; they would get a new car or pickup; they could move to a different house; they could take a trip; they would have to pay more taxes; they might argue about how to spend the money.

(All the strategies employed in activities No. 10 and 11 are predicated on the practice of accepting all answers from students, even if they appear insignificant or irrelevant to the teacher.)

12. On the basis of activity No. 8, students will select all occupations which are directly related to the land; that is, are agricultural in nature or require an agricultural product in the process. Students may wish to develop their own criteria for judging the relationship of the occupations to the land resources. Compile a list of those occupations which depend directly upon the land for materials, sustenance, etc.

13. Generalization to read to students: "Over wide areas men have overstepped the limits of stable, permanent production and in many cases have destroyed the very soil on which they depend." Discuss until students have a basis for understanding. Then read the question: "What would happen if the grazing land on the reservation were so damaged because of over-grazing, that it could only support 500 sheep over the winter?" Student responses should be listed on the board:
    a) Lots of sheep would have to be slaughtered.
    b) The people would have to move their sheep some place else.
    c) The sheep that weren't killed would probably get thin and sick.
    d) Someone would have to decide who would own the 500 sheep.
    e) Coyotes would kill lots of weak sheep during the winter.
    f) The families wouldn't have sheep for meat or wool or to sell.

g) The men would have to try to get work somewhere else.
h) The women wouldn't have wool for weaving--they'd have to buy it.

Then select one of the responses that appears to offer possibilities for an open-ended discussion. Have students look at the item. Ask: "If this happened, what would happen next?" Get them to extend ideas to see the consequences of hypothesized events. Keep extending responses, "What would happen then? What would happen next?"

14. On the basis of activity No. 13, students will write a brief explanation of the causes and effects of over-grazing.

15. As a contrast to the exercise in activity No. 13, read the following generalization: "Since soil resources are exhaustible, only through wise and careful use can the supply be maintained for use." Discuss with class. Then pose question: "What would happen if a new variety of grass were developed which could support twice as many head of livestock as any variety of grass now in use on the reservation?"

Student responses can be listed on the board or students may be divided into groups of 4 to 5 students to compile independent lists that are then shared with the class:

a) Each family could own twice as many sheep.
b) The price of mutton and lamb would go down because there would be so much available.
c) People who had a large crop of lambs wouldn't have to butcher any they didn't want.
d) People could also raise more goats, cattle, and horses.
e) The people could advertise for people outside the reservation to rent pasture land from the Navajos.
f) They could select the very best sheep to keep and do some selective breeding.
g) Navajo children could keep more lambs for themselves because they wouldn't have to butcher any.
h) They'd have to send more butchered meat out of the reservation because there'd be too much of it here.
i) No one would be hungry for meat.
j) The herds would be bigger and therefore harder to watch.
k) Maybe there wouldn't be enough water for twice as many animals.

As in activity No. 13, select one of the items to promote a discussion. Follow directions in item No. 13 above.

16. Students will do research in the library in individual texts and encyclopedias to determine the effects widespread irrigation would have on the lives of the Navajos. They may wish to report on: before and after irrigation; crops especially suitable for irrigation; irrigation systems available; irrigation projects in the Four Corners states at the present time.

Report findings to class in a panel presentation or by written report. Prepare appropriate illustrations and diagrams. "What requirements are demanded by irrigation? Is there a suitable water source available to implement irrigation near your home? Near your community? Near your school?"

17. Investigate the source of water for the school. "How does the water get into the large storage tanks? Why doesn't every family have its own large storage tank? What kinds of things prevent this? How does the community get its water? What obstacles prevent a state-wide irrigation system?" If possible, obtain a speaker from the Bureau of Reclamation to speak to the class. Or there may be a local rancher who has experimented with irrigation techniques who would be willing to come to class.
18. "What other kinds of things would dramatically change the landscape and the lives of the residents of the Navajo nation? How soon do you think some of these things would be possible? How do you know? Are there some things which would never happen? How do you tell the difference? What has to happen before some of these things can occur?" This is essentially a brain-storming, open-ended discussion. Urge children to think of big changes with wide-sweeping results.
19. On the basis of activity No. 18, write a short story about one particular change and how one family adjusted to it. "What things were different about their lives? What things remained unchanged? What did the family think about the changes? How did they react to the changes?" It may be helpful if students would think about the ways their own family would react to this change.
20. Dramatize a before and after situation in response to one of the changes as identified in activity No. 18. Students will take roles of people who promote change, people who are dubious about the outcome, and others who oppose the change. Students can write their own script, make any needed props, and give to other 4th grade classes.

Add your own activities:

Culminating Activities

Have the pupils clip and display articles from the Navajo Times that they believe are important because the stories report on the Navajo people and the way the people use the land.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Pictures of flora and fauna found in Navajoland.
2. Books and book jackets of materials about Navajo life.
3. Salt and flour mixture to make relief map.
4. Maps of the Four Corners area (both city and rural areas).
5. Butcher paper.
6. Encyclopedias and reference material.
7. Writing paper, pencils, and felt tip pens.
8. Crayons, brushes, and tempera and watercolor paints.

Sources for Teachers

E. C. Baity, Americans Before Columbus, Viking Press, 1961.

Ann Clark, Little Boy with Three Names, U. S. Office of Indian Affairs.

A. N. Clark, Little Navajo Bluebird, Viking Press, 1943.

Matthew W. Stirling, Indians of the Americas, National Geographic Society, 1955.

Edwin Tunis, Indians, World Publishing Co., 1959.

GRADE 4

Theme: CULTURAL GEOGRAPHY

Teaching Unit Title: THE PLAINS INDIAN AND HIS LAND

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. The choices made by people in adapting to (or in adapting) their environment depend on: cultural values, economic wants, the degree of technological insight and such physical factors as climate, water, soil, landscape, and the like.
2. Every society, however primitive, has formed its own system of beliefs, knowledge, values, traditions, and skills that is called its culture.
3. Human beings in different stages of civilization react differently to similar environments.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand that a people's way of living is conditioned by their environment.
2. Understand that people who lived in earlier times had many of the needs and problems that we have, but they met them differently.
3. Understand that natural environment helps to explain human behavior today just as it did in the past.
4. Recognize the influence the Plains Indians had on more sedentary groups such as the Navajo.

Attitudes. To help the Navajo pupil:

1. Appreciate the achievements of Plains Indians.
2. Develop an identity with other Indian tribes.

Skills. To help the Navajo pupil:

1. Interpret maps and use them as a source of information.
2. Classify and draw inferences from data.
3. Derive generalizations from information.

Suggested Initiation Activities

1. On a large hand-drawn map of the United States, identify and draw boundaries of the Plains area. Relate this to the location of the Navajo Nation.
2. Gather information from the school library and the Navajo Tribal Museum about the names and numbers of the various Indian tribes located in the Plains area prior to the time of Columbus.
3. Locate and display pictures of members of different Plains tribes.

THE PLAINS INDIAN AND HIS LAND

Problem I

What do we know about the physical settings of the Great Plains during pre-Columbian times?

Content

The Great Plains is one of the most unified of all physiographic provinces. The rivers flow west to east, originating further west, rather than on the plains. The rivers have an unpredictable flow since they are dependent on snow melt.

Precipitation is generally less than 20 in. and is unreliable. Chief vegetation during pre-Columbian times was grass. The region offered little to gather and the sod was difficult to penetrate. Generally, the plains are comparatively level; treeless, except along streambeds; and have insufficient precipitation for ordinary intensive agriculture.

Animals common to the area were the buffalo, the pronghorn antelope, the jackrabbit, the prairie dog, the coyote, and the wolf. All of these animals had special characteristics adapting them to this setting.

Activities for Problem I

1. Locate the Great Plains on a relief map. The pupils can work individually or in small groups. "What states are located within the general boundary of the Great Plains? Locate the major rivers and mountain ranges within the Great Plains. Where do the rivers originate? In what direction do they flow?"
2. Using encyclopedias, determine the characteristics of the rivers of the Great Plains. Is the volume constant? Chart on a monthly basis if possible the volume carried in each of the major rivers. "What does this information tell you? Where does the river get the water it carries? How does snowfall affect the volume? Does an early spring thaw affect volume? How? How does this encourage or inhibit river travel?" Locate pictures of steep bluffs and canyons created by channels of swift rivers.
3. Discuss the flatness of the Great Plains. "How would this have affected Indian travel during pre-Columbian times? What did the Indians have at their disposal for transportation?" (The horse was unknown to the Indian until the early Spanish explorers.)
4. Construct relief maps of salt, flour, and water. Plaster of Paris may also be used. Indicate by different colors the gradual shift of elevation on the Great Plains. Discuss the purposes of a relief map. "What do the colors tell you?" Include a legend on the map to indicate elevation colors. Include state boundaries, major cities, rivers, and tribal locations. Paint with tempera or water-color to distinguish elevation change.
5. Examine a rainfall map of the United States. "How does the area of the Great Plains compare to the coastal Pacific Northwest?" Compare this to a land-use map. "How do you account for the differences between the two areas?" The similarities and differences can be classified. Place this chart on the board and work with the class as a group:

	Rainfall in Inches	Land Use
Both have		
Great Plains Only (Pacific Northwest does NOT have.)	Some less than 10 in. Some 10-20 in. Some 20-40 in.	Mostly grazing. Some nonirrigated farming. Some irrigated farming. Few forests.
Coastal Pacific Northwest Only (Great Plains does NOT have.)	More than 40 in.	Many forests. Some grazing. Nonirrigated farming.

6. Examine a map revealing the length of the growing seasons. "What can you say about the Great Plains area? How do you explain this? What factors influence the growing season? Compare the Great Plains area with the Pacific Northwest. What similarities do you see? What differences do you see? What can you say about the differences and similarities between the two regions? How can you relate this to the conclusions drawn from activity No. 5?"
7. On the basis of what you know about the climate, topography, ground cover, rivers, and animals of the Great Plains, make some inferences about the kind of life style of Indians living on the Great Plains in pre-Columbian times.

   What can you say about: (Pupils can add additional categories)
   This was available for food..........................
   Water was probably a problem because.................
   Available for transportation.........................
   Probable weather.....................................
   Appearance of the land...............................
8. On the basis of activity No. 7, pupils will enumerate all items that would appear to be a natural resource of the Plains area. Discuss: "What is a natural resource? Can an item be considered a natural resource if a people:
   a) Are unaware of its existence?
   b) Place no value on it?
   c) Lack the technical skill to use it?"

   Lead pupils to the understanding that a natural resource must be perceived initially by a people, that they must place a value on it, and possess the technical skill to make the resource available before it can be classified as a natural resource.

   Sample items from pupil list of natural resources available to Plains Indians: buffalo; rivers (water); antelope; prairie dogs; rabbits; and birds.

   Ask: "Do we know enough about the people of the Plains to decide if they met the three criteria established in activity No. 8? What more would we need to know about the way they lived, the tools they had, their values, their.............?"

9. "What would be needed to make use of the items listed under activity No. 8?" Pupils will enumerate the skills, tools, plans, etc. needed by the Plains Indians in order to make use of the items listed in activity No. 8. Sample:

ITEM	NEEDED
Buffalo	A way to catch or kill (weapons and cooperation).
	A way to skin (tools and skill).
	A way of cooking if not eaten raw (fire and utensils).
Rivers	A way to cross (raft and swim).
	A way to detect quicksand (skill).

"On the basis of what we know about the geography of the Great Plains, what things would the Plains Indians need?" Sample:

Tools	Weapons	Utensils	Shelter
For skinning.		For cooking.	For shade.
For cutting.	For killing.		For shelter.

10. Additional mapping activities that may be suitable in a study of the Great Plains area:
    a) Construct a relief map showing mountains and valleys.
    b) Make a pictorial map of staple foods for the Great Plains.
    c) Make a mineral map.
11. Keep a temperature chart of some city in the Great Plains, one city in California, one city from the East Coast, and the temperature recorded at the school. Do this for at least a two-week period. The encyclopedias can supply additional information about temperature ranges of major American cities.

Add your own activities:

Problem II

What do we know about the lives of the Plains Indians?

Content

There were eleven major Indian tribes located on the Great Plains. We know little of their life before the introduction of the horse. Basically, the Great Plains Indians were:

a) Nomadic and nonagricultural.
b) Dependent on buffalo for practically all necessities.
c) Using weapons designed for big game (Spear and a short bow of ash).
d) Using beasts of burden for transportation.

Their way of life was a hard one. Dependent on migratory herds for basic needs, the Indians also became migratory. Camps were temporary. In comparison to the Indians of the East Woodlands and Southern California, the Plains Indians were generally intractable and war-like. Bravery was esteemed and tests of endurance were common.

The governmental structure of the Plains Indians was loosely organized. Some tribes organized warrior societies evolving around soldiering, bravery, and endurance.

Activities for Problem II

1. Organize the class into small groups or committees to do research in the library on the Indians of Prehistory. Questions to guide their research could include: "From where did the first Indians in America come? What animals did these early Plains Indians hunt? What weapons did they have? From what materials were they made? Did they have any domestic animals? How do archaeologists come to conclusions about these early Indians?"
2. Make a booklet about the Indians of Prehistory. Illustrate with pupil drawings. Divide the booklet into sections according to origin, domestic animals, tools, implements and weapons, shelter, and food. Prepare a display of different books and encyclopedias used as sources of information for the above booklets. (Pupils can work on this activity in groups or as a class effort.)
3. Make a mural interpreting the life of the Prehistory Indians on the Great Plains. Write a story or explanation to accompany the mural, explaining all materials and animals in the mural.
4. Investigate the question: "How did the Plains Indians obtain the horse?" Read about the trip of Coronado. "Could the Indians have obtained the horse from this source?" (Of Coronado's 554 horses, only 2 were mares, so that even if a number were lost, it is unlikely that they were the original source). "In the area that is now New Mexico and Arizona, many missionaries and ranchers hired Indians to care for their animals. Could this have been a source?" In 1680 an Indian revolt terrified the Spanish and they left the territory, leaving their livestock stampeding into open country. Have pupils write a short play about the way an Indian during this time might have learned to ride and handle horses from the Spanish.
5. Investigate the means of transportation of goods. Prior to the advent of the horse, the Plains

Indians used a travois attached to domestic dogs. Draw a diagram and label the parts of the travois used by tribes such as the Blackfoot and Cree. Make a drawing showing an Indian group moving from an established camp to a new camp using the dog to carry goods. Then some pupils can make drawings of the horse hitched to a travois. Ask the question: "What did the horse provide for the Indian as a beast of burden? Did this mean he could carry more goods? What did this mean for the role of the dog? What do you think the Indians did with the dogs?"

6. The horse was superior to the dog as a means of transportation. Basically the horse brought the Plains Indians freedom, pleasure, and wealth. Discuss with the class: "What kinds of things did the Plains Indians have to learn before they could use horses effectively?" Examples of possible responses:

How to capture horses.
How to tame horses.
How to train horses.
How to ride horses.
How to shoot horses.
How to breed horses.
How to steal horses.

7. On the basis of activities No. 4 and 5, pupils will enumerate the changes they think the horse brought to the Indian. Possible responses:

Although the Indian was a nomad before the horse, he became a better nomad (He could move faster to follow the buffalo).
He could hunt the buffalo more effectively now since he had speed and maneuverability.
He could go further, faster.
Wealth was now determined in horses. They were used as a method of payment.
Tribes with horses were capable of successful attacks on tribes without horses.

8. Class discussion: "How did the Plains Indians kill the buffalo?"
    a) He attacked the buffalo on horseback.
    b) He drove buffalo herds over bluffs and cliffs.
    c) Sometimes he set fires to drive buffalo herds over these cliffs.
    d) He crept close to herds under the guise of wolf skins and speared their stomachs.

"What characteristics of the buffalo aided the Indian in his attempts to kill the buffalo?" Pupils can read encyclopedias and other sources to discover the traits of the buffalo.

Cause	Effect
Poor eyesight.	Indians could creep up on the herd, either afoot or on horseback.
Little fear.	Indians could get close enough for a good shot.
Keen sense of smell.	Indians stalked downwind.
Rather stupid and easy to kill.	Indians could get within close range without the herd panicking.

Discuss how the Indian's way of life had to accommodate itself to the movements of the buffalo.
    a) Prior to the advent of the horse, the Plains Indians followed the herds of buffalo on foot.
    b) When the horse was used, the tribes could follow faster, more efficiently (enabled the

Indian to become a better nomad).

c) The buffalo provided meat and skin for teepees.

9. "What kinds of things do you think Plains Indian children were taught about horses? Why do you think they might have been taught as children rather than waiting to be an adult? Compare this to what you are taught about horses. Do you think this is more or less than what the Plains Indian children were taught about horses? Why is this so? Is the horse as important to your life as it was to the life of Plains Indian children during this time?"

10. Class discussion:
"Sometimes a new product or tool appears that greatly alters a people's way of doing things. Think of the ways, for example, that electricity changes many things for the Navajo." Possible responses: light; electrical tools; TV; radio; kitchen appliances; and sewing machine.

As electricity changed the 20th century, so did the horse modify the life of the Plains Indian. However, they just intensified the traits the Indians had before the horse came: Have pupils predict how the horse would have intensified each of the following characteristics of the Plains Indians:

Before the Horse	After the Horse
Nomadic.	Became a better nomad--faster transportation.
Nonagricultural.	Continued his nonagricultural ways.
Was a war-like person.	Now a better warrior.
Hunter.	Better hunter.

11. "What did the buffalo provide the Plains Indian? (food, clothing, and material for shelter). What do you think would be changed about the Indians' way of life if the buffalo were to disappear?"
    a) The Indians thought of the buffalo as their cattle or wild cattle.
    b) There was no thought that the buffalo would ever disappear.
    c) Some herds took three days to swim the Missouri.
    d) Herds of two to four million buffalo covered the plains.
    e) Sometimes herds covered areas ten miles long and eight miles wide.

12. Children will investigate the meaning of the word pemmican. "How is this made? Why couldn't the Plains Indians simply rely upon fresh buffalo meat? What other tribes besides Plains Indians dried meats? What animals supplied this meat? Where were the tribes located?"

13. On the basis of previous activities locating rivers in the Great Plains, discuss this question: "How were the rivers and cliffs an aid to the Plains Indians in killing buffalos? (The Indians drove buffalo over cliffs to kill them.) How were the cliffs and rivers a hindrance to the Indian? (The rivers were used as a water source although the water was not always drinkable. Silt and quicksand filled the channels quickly, making crossing hazardous.) How did the horse make the crossing of rivers easier or harder for the Plains Indian?" (Easy to stay astride horse and let him swim; some horses were afraid of water and had to be trained to swim currents.)

14. Pupils will do research in the library on the different ways the Plains Indian used the buffalo

in addition to a food source.

Food	Skin	Weapons	Shelter	Implements	Fuel
Fresh meat. Pemmican.	Mittens. Caps. Moccasins. Robes. Shirts.	Wet things used to attach heads of hammers and clubs to handles. Thick skin of neck made into shield.	Summer skins of cows made into teepees.	Bones used for farming. Sinews used as thread. Horns used as spoons, ladles, and cups. Stomach used as a water bag or a cooking pot.	Buffalo chips (dung) used as fuel.

15. "What was the role of the women and children in the buffalo hunt?" The children followed the hunters on their young horses to shoot the straggling calves. The women moved in with sharp knives and pack horses. They cut up the animals and loaded them on horseback. Write a story about a buffalo kill.
16. Pupils will compile a list of the various animals native to the Great Plains region. Include mammals, birds, fish, amphibians, and reptiles. Classify each individual animal into the correct category. Make a notebook of the animals and include illustrations. Compile a simple bibliography of books used in the study of these animals.
17. On the basis of activity No. 14, pupils can mold model animals from clay and group in an appropriate display. This can also be accomplished by carving from soap, molding with papier mache or sawdust and wheat paste. See art supervisors for additional suggestions.
18. "Suppose you are a group of tribal warriors planning a buffalo hunt. You do not have horses." (You decide to use a form of buffalo hunting called impounding. (Cree, Assiniboin, Blackfeet, and Crow often used this form). "You will have to
    a) build a corral.
    b) make fences leading to an opening in the corral.
    c) scout to find a herd.
    d) lure the herd to the corral.
    e) keep the herd moving toward the corral.
    f) kill animals once some are trapped.

    How are you going to accomplish these things? Do you need certain rules? Who decides the rules? Does everyone follow the rules? What happens if someone doesn't follow the rules?" Do research to discover the rules for a large tribal hunt. "Can this be compared to any present-day laws or rules? Why were they made? Are they for everyone? What happens if you do not follow them?"
19. In order to pursue a nomadic way of life, the Plains Indians had to be able to move quickly.

"What characteristic must their shelter have?" Pupils will enumerate these characteristics:

Probable responses:

Lightweight so horses weren't burdened.
Set up and take down quickly.
Made of materials from the plains.
Protection against cold of winter.
Protection against heat of summer.
Probably made from the buffalo.

"What can you say about the furnishings they might have had?"

Probably lightweight too.
Not bulky.
Probably made from buffalo.
Not numerous.

"How do you think the Plains Indians heated their shelters in winter?"

Pupils will seek information to the above questions in encyclopedias, library books, and any literature available from the Navajo Tribal Museum. (See especially Indians of the Plains, Eugene Rachlis, American Heritage Publishing Co., 1960.)

20. Pupils will gather information about the life of the Plains Indians. This is easily achieved through committee investigation. Pupils will list those things they wish to know about the Plains Indians. Suggested topics might include clothing, ceremonies, weapons, tribal law, picture writing, sports and pastimes, arts and picture writing, rituals before warfare, medicine men, and games.
21. Pupils will listen to and discuss Plains Indians war songs. Read this excerpt from a song of the Crazy Dogs, a society of brave young warriors among the Blackfoot Indians:

It is bad to live to be old,
Better to die young
Fighting bravely in battle.

"What does this mean? Do you have the same values? Explain. How would you adjust to a life where these values were important? How would someone with these values adjust to your way of life?" Read to find out more about the bravery of Plains Indians. "What kinds of things do you think the Plains Indians children did to imitate their elders in their games?" Examine a Plains Indian war song:

I am a Fox
I am supposed to die.
If there is anything difficult,
If there is anything dangerous,
That is mine to do.

"How does this compare to the first song? Is the message the same? How are they different?"

Add your own activities:

Problem III

How were the lives of the Plains Indians changed by the pioneers?

Content

The Plains Indians were an effective barrier to westward settlement for the Europeans for two and one-half centuries. Traditional methods used to subdue the Eastern Woodlands Indians were not effective against the Great Plains Indians due to these reasons: nomadic life made it difficult to wipe out the food supply; they were more intractable and had been that way before the white man; tribal governmental structure did not contribute to treaties; they would not surrender in battle; and each man possessed fine weapons and was a powerful soldier. The image of the Great Plains as a wasteland changed with the purchase of the Louisiana Territory in 1803. Between 1825 and 1840 many Indian tribes from east of the Mississippi were moved to a so-called permanent Indian frontier just beyond the first row of states west of the Mississippi. Despite lack of interest in settling the Great Plains, the number of persons desiring to pass through the Great Plains increased by the 1840's. Gold discovered in California added to this traffic.

Activities for Problem III

1. Locate St. Louis on a United States map. From this location trace the Oregon and Santa Fe trails and the Missouri River route as paths to the west coast. Follow the path of each trail." Where are these three trails in relation to the Navajo lands? What states does each trail cross?" Compare this map to a placement of Indian tribes. "What Indian tribes would travelers encounter along the three routes as they cross the Great Plains? Which rivers will they cross? What time of year would you recommend for travel? Why? How could the rivers be a hazard to the travelers? How would the rivers be helpful? Which way do the rivers flow? What does this tell you?" On the basis of activity No. 1, pupils will trace the three trails on the relief maps constructed in activity No. 4, Problem I.
2. Pupils will enumerate all items the Plains Indians might wish to obtain from the white man. Possible responses: kettles; iron for arrow heads; guns; ammunition; whiskey; calico; and flannel. Pupils will enumerate all items the white man might wish to obtain from the Indian: pelts (beaver, otter) and hides (buffalo, antelope).

   "How could the Indians and the white men get together to exchange these items?" The Indians set up a trading operation with the white men when they discovered that the white men valued buffalo hides. By 1830 trading posts had been established and the Plains Indians started to meet more white men than they had ever seen.
3. Read bibliographies relating early accounts of white men moving across the Great Plains. "What would you say about their attitudes toward the Indians? From what you know about the Plains Indians, what do you think would be their attitudes toward white men moving across their land? What problems do you think the two groups would have? How would they try to settle their differences? What do you think happened?"

4. On the basis of activity No. 3, pupils will make a mural portraying the two groups meeting on the Great Plains. They should show authentic equipment, clothing, weapons, etc.
5. Students will compile a list of the reasons white settlers had for moving to or across the Great Plains area. Possible responses: trapping for pelts; wanted to fight Indians; moving to California for gold; wanted religious freedom; get away from neighbors; had to go with husband; children had to go with parents; wanted free land.

   After completion of the list, pupils will group all items which seem to be related in some way. Teacher asks: "Do you see some items on the list which seem to be alike in some way?" Group the items according to pupil reaction. "What would you call the groups? What would be a good name for the group?" Example:

Wanted Pelts	Had no choice
Trapping for beaver.	Had to go with husband.
Trapping for wolf skins.	Children had to go with parents.
Trapping....	

6. Class discussion: "After the year 1500, what sources of information were available to pioneers regarding the area we know as the Great Plains? What are some ways you can think of that people could learn anything about what could be expected to exist in a new land?"
7. Children will enumerate the problems between the Plains Indians and the whites and the causes of these problems. "What were some of the problems that Indians and pioneers might have had? What were the causes of these problems? What were the effects of these causes? What can you say about the way the problems were settled?" Possible pupil responses to problems between the two groups:
   a) Indians resented white men coming to their land.
   b) Indians attacked settlers moving across their land.
   c) Whites killed buffalo.
   d) Whites tried to remove Indians from parts of Plains area.

   Possible pupil responses of causes of problems listed above:
   a) Great Plains had always belonged to the Indians; felt the Great Plains were becoming too crowded.
   b) Was chance to prove bravery and gain scalps; felt the white men were trying to take land and wanted to drive them away; was chance to obtain supplies such as guns, ammunition, and livestock.
   c) Whites needed food probided by buffalo; whites wanted buffalo hides for trading purposes; whites killed for the sport.
   d) Felt land was unsafe for whites as long as Indian occupied it; felt superior to the Indian and that the country belonged to the whites.
8. Read biographies of such men as Buffalo Bill, early Indian fighters, explorers such as Lewis and Clark, early military personnel stationed in the Great Plains, and groups in wagon trains

traveling across the Plains. Make individual reports, either orally or in writing, to share information. Prepare a bibliography of these sources.

9. On the basis of activity No. 8, prepare book jackets with a summary of the story. Then dramatize some aspect of life as depicted in a chosen biography and portray to the rest of the class.

Add your own activities:

Culminating Activities

Students can construct an Indian village out of scrap material, leather, paper, balsa wood, sticks, and model figures to depict a designated tribe. Accompanying the display should be brief explanatory statements about the important concepts learned during the unit. The display can be placed in either the library or started on a traveling display going to other classrooms.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Butcher paper and construction paper.
2. Crayons.
3. Tempera and watercolor paints.
4. Relief map of the United States.
5. Encyclopedias.
6. Salt, flour, water, or Plaster of Paris.
7. Clay, soap, or papier mache.

Sources for Teachers

Eugene Rachlis, Indians of the Plains, American Heritage Publishing Co., 1960.
Matthew W. Stirling, Indians of the Americas, National Geographic Society, 1955.

GRADE 4

Theme: CULTURAL GEOGRAPHY

Teaching Unit Title: THE SOUTHERN CALIFORNIA INDIAN AND HIS LAND

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. The choices made by people in adapting to (or in adapting) their environment depends upon: cultural values, economic wants, the degree of technological insight, and upon such physical factors as climate, water, soil, landscape and the like.
2. Every society, however primitive, has formed its own system of beliefs, knowledge, values, traditions, and skills which may be called its culture.
3. Human beings in different stages of civilization react differently to similar environments.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand that isolation of a group of people can discourage change normally brought about by contacts with other groups.
2. Understand that a culture that discourages innovation tends to remain conservative and nonchanging.
3. Understand how environment can condition a people's way of living.

Attitudes. To help the Navajo pupil:

1. Appreciate the culture of the Southern California Indian.
2. Develop an identity with other Indian tribes.

Skills. To help the Navajo pupil:

1. Examine data to determine differences and similarities.
2. Suggest implications from data gathered and classified.
3. Construct and interpret maps for different purposes.
4. Relate ideas concisely in both written and oral form.

Suggested Initiation Activities

1. On a large map of the United States, locate and mark the area of what is now Southern California. Relate this to the location of the Navajo Nation.
2. Locate sources of information about Indian tribes, specifically those of the West Coast. Display the sources located in the library as well as magazines, artifacts, pictures, and book jackets.

THE SOUTHERN CALIFORNIA INDIAN AND HIS LAND

Problem I

What do we know about the physical setting of the area inhabited by the Southern California Indians during pre-Columbian times?

Content

The chief climatic problem facing the Indians of Southern California was the long summer drought. The mild climate of the area made housing a simple task. Although the shoreline might have offered a vast food supply, the nature of the coastline discouraged this, since there were no protected harbors. Deserts separated the coastal Indians from other tribes further east. Hence, the Southern California Indians became isolated from outside contact. They depended largely on gathering activities for food. They used acorns from large prominent oak groves.

Activities for Problem I

1. Locate the California coastline on a relief map of the United States. Note the chief land forms. List all land forms you can recognize by looking at the map. Sample: ocean; coast; mountains, rivers; deserts; and lakes. Note the colors on the map. "What do they mean?" Compare the Southern and Northern California areas. "What differences do you note? What similarities do you note?"
2. Locate a rainfall map of the United States. Pupils will compare the rainfall of Southern California with the rainfall of their own state. "What similarities do you see?" Compare the monthly rainfall of both areas. "What does this tell you? What things do you think will be similar about the plant life in each area? What things will be different?"
3. Investigate the effect of the ocean on land. "How will the climate of Southern California be changed by the ocean? How would the climate of your state be modified if an ocean lay directly to the west? Discuss the effects of warm winds moving ashore. Now what can you say about the similarities and differences between the two climates?"
4. Make a relief map of Southern California. Distinguish and label all the land forms. From the sources gathered in initiation activity No. 2, determine the names and locations of any tribes living in Southern California during pre-Columbian times. Pupils can work individually or in groups on this project.
5. Locate the cities of San Francisco and San Diego on a map of contemporary California. "What is the distance between the two points? How long would this take to travel by car? By plane? By train?" These two points mark the approximate north and south boundary of territory inhabited by the Indians of Southern California. Primarily they centered in an area marked from San Luis Obispo to San Diego. Locate these points on a map.
6. On the basis of the boundaries established in activity No. 5, locate pictures of land that is not farmed or inhabited by man. Write the Chambers of Commerce in several cities located inside the boundary. "Are there any such uninhabited regions left? How much of

the land seems occupied by housing and communities? How much is devoted to agriculture?"

7. Examine encyclopedias and library books to locate information about California geography. "What kinds of plants are native to the area occupied by the Southern California Indian?" Find evidence to support this statement: "The many people moving to Southern California and the cities they have created have destroyed most of the plants that were abundant at the time of the Southern California Indian. What evidence can you find to support this statement? What evidence can you find to refute the statement? Do the same activity for animals."
8. Choose a group to gather and share information about the types of trees useful to man. "What kinds of trees are useful because of the wood products? What kinds are useful because of fruit?" Relate this to the oak trees of California. "What product could have been used by the Indians of pre-Columbian times?"
9. Trace the life and growth cycle of the oak tree. "What purpose does the acorn have in this life cycle? How would the gathering of each acorn produced by each oak tree affect the reproductive cycle of the oak tree? Do you think this could have happened? Why?" Give reasons supporting your position.
10. Acorns contain tannin, a poison. The acorn is bitter but nutritious. In order to use it safely, the Indians devised a method of leaching, or washing the acorn. Investigate the method of leaching tannic acid from acorns and share with others. Describe the method used. "What materials were needed? Who did this work?"
11. "From what you have learned about the plants and animals native to the Southern California area, what other items suitable for eating would be available? Which of these are seasonal? When would they be available?" Make a chart showing the seasons for different plants. Are there some plants which are available year-round? Examine the animals abundant then. Add these to your chart. "From the information you have been able to gather, what can you say about the diet of the Southern California Indian?"

Add your own activities:

Problem II

What do we know about the way of life of the Southern California Indians?

Content

In direct contrast to the Plains Indians, the Southern California Indians were poor hunters. They were not craftsmen in wood, weaving of textiles, pottery, or making tools. They relied on rocks, clubs, or snares for small game. They knew little about agriculture. Basically, they were gatherers. The Southern California tribes represented approximately 15% of the total Indian population, but because of the isolation caused by mountains and deserts, they had little contact with other tribes. They did not develop the skills that had long dominated other tribes.

These Indians were divided into a large number of small groups, with little or no relationship between the speech families. Opportunities for oral contact were extremely limited.

Activities for Problem II

1. Establish a time line. Locate the "discovery" of America by European explorers. "How long ago was this? How many life-times is this?"
2. The people of this prehistoric time were probably divided into many groups. One of these was the Southern California group, often called the ancient Miller people. "What is a miller?" Look up the meaning and share with the class. "What clue does this give you about the activities of these people?" Write a story about the life of the prehistoric hunters. Describe the methods of obtaining food, fashioning a shelter, and communicating.
3. Examine a population map of the United States. Divide it into coastal areas, Great Lakes area, mountain areas, and the Great Plains. "Which area has the densest population? How do you account for this?" The population of Indians at the time of Columbus was estimated at about 800,000 to 1 million people. They were distributed unevenly, just as today. California had the largest population. Dense areas were along the coasts; the the sparsely populated areas were mountain regions. Compare this to the current population map. "What can you say about the similarities and differences between the two?" The areas of the Great Lakes and Great Plains were not as dense as the coasts, but were more heavily populated than the mountain areas. "How does this compare to the current population map?"
4. The Southern California Indians had almost no advanced tools or weapons. "How could you explain this? What animals were available for the men to hunt?" Sample: rabbits; birds; rodents; and other small game. "How would these people obtain meat without weapons?" Discuss techniques: snare; stoning; clubs; and gathering fish trapped in tidal pools.
5. The Southern California Indians were not skilled hunters. "On the basis of what you learned in activity No. 5, how would you explain this? What are some ways that Indians could have learned about making and handling weapons skillfully?" Sample: learned from parents, learned from other tribes, hit and miss, or tried out new ways. Examine each of these ways. "On the basis of the isolation of the California people, what do you think about the chances of learning from other tribes? How do the customs of people outside your immediate area affect you?" Discuss the ways children learn from outside sources: radio; TV; newspapers; magazines; and telephone. Compare this to the Southern California Indian. "What can you say about the ways ideas were shared? Does this encourage or discourage new ideas? Why do you say that?"
6. Suppose that you were given the job of repairing a corral gate for your sheep. Your father told you to complete it by nightfall. You remember hearing your friend describe a new kind of metal gate that his father had just used for their corral. He was very happy with it; it was lightweight, the sheep could not get under or through it, it was rustproof, easy to install, and it was not expensive. You also know that the company trying to sell the gates is so anxious to have people try them, they will give the gates

to the first 25 men willing to install them on their corrals. On the basis of the following information, discuss the chances that your father will try a new gate. "What might be the reasons for his decision not to try the gate?" The teacher can think of additional situations for the youngsters to use to predict whether innovation or conservative ways will prevail.

7. On the basis of activity No. 7, students will discuss the attitudes necessary before change can occur. Sample: the person has to believe the new way will benefit him and he has to feel that there is nothing sacred about the old way. "Would it make any difference to a decision-maker if the people around him did not approve of any change but wanted to cling to the old ways? Why do you say this? What do you think would happen if everyone else wanted to keep the old ways and one person in a large group wanted to change? What would he do then? How would he feel? In light of what you know about the Southern California Indians, what can you say about the way they might have felt about change? Suppose a member of another tribe had wandered to their territory. He suggests new ways of doing things they have done for centuries. They see no need to change these old ways. What do think will happen? What can you say about attitudes and changes?"

8. In addition to the lack of tools and implements, the Southern California Indians also lacked the ability to work wood, weave textiles, create pottery, fish skillfully, and navigate offshore. On the basis of previous activities,"how would you explain this?" Write an illustrated story about a young boy who thinks of a new way of capturing game or fish. Be sure to include parts of others who hear his ideas.

9. Investigate the means of transportation available to the Southern California Indians. They did not have access to the horse and did not use the dog for transportation. Basically they moved on foot, although some use of rafts and boats was made. Do research about the methods for making boats and rafts. (The rafts were called balsas. They were made of bundles of cattails and tule rushes that grew in the water of the inlets. The bundles of reeds were tied together and made into cigar-shaped rafts.)

10. "On the basis of what you know about the way the members of your family divide the labor, what would you say about the duties of the California Indians?" Group into members and jobs. Sample:

Men	Women	Girls	Boys
Gather acorns.	Gather acorns.	Gather acorns.	Gather acorns.
Build rafts.	Make sandals.	Help leach acorns.	Capture small game.
Capture small game.	Leach acorns.	Gather reeds for baskets and rafts.	Help build rafts.
	Comb husband's and children's hair daily.		
	Make baskets.		

11. Game was never abundant for the Southern California Indians. They further restricted themselves by refraining from eating certain animals. Most groups did not eat dogs, although some did. No one ate coyotes or birds of prey such as ravens, vultures, or eagles. Eagles were snared for their valued feathers. They ate all kinds of fish, including shell fish, but did not eat frogs or turtles. "Why would they refuse to eat these different animals when their diet was so meager?" Pupils can meet in groups to suggest answers. "What can they conclude about the role of these animals?" (They believed that the ancestors of some of these animals were important to their own creation and history.) "Are there some animals that occupy this same position for you?"
12. Pupils will discuss the role of perpetuating methods of gathering. "What kinds of things were the Southern California children taught about gathering? What kinds of things were they taught to gather?" Sample: acorns, pine and other nuts, grass seed, edible roots, bulbs, and flowers. "Why do you think they were taught as children instead of waiting to become an adult? Were boys and girls taught the same thing? What would you guess are the reasons for the differences? What purposes does the early training serve?"
13. Investigate the clothing worn by the Southern California Indians. "On the basis of the mild climate, what could you say about the kind of clothing required?" Share the information with others after the investigation: men and boys wore no clothes and usually went barefoot. For long trips the women made sandals. In cool weather a buckskin or rabbitskin blanket was thrown over the shoulders. The women wore short skirts that looked like double aprons made of yucca or bark fibers.
14. "What were the ways the Southern California Indians stored the acorns? On the basis of what you know about the time for harvesting acorns, could the Indians afford not to store the acorns?" Discuss the role of the baskets woven by the women. "How large were they? How were they made? How did they protect the acorns? What other baskets were made?" (Baskets for boiling the acorn mush and acorn soup.) Investigate the method of stone boiling. "What requirements would be made of these baskets used for boiling water?"
15. "On the basis of climate, what would you predict about the housing requirements of the Southern California Indians? What materials are available? How would they obtain these? Would any tools be required? Would the requirements for winter be different from those of summer?" (Homes were made of saplings formed into a frame with grasses tied into bundles over the framework. Dirt was thrown over the top in winter and a fire kept inside.)

Add your own activities:

Problem III

How were the lives of the Southern California Indians changed by the Spanish explorers and missionaries?

Content

Spanish explorers sought a waterway across North America joining the two oceans. In vain they searched the inlets and bays along the California coast. Although they did not discover such a waterway, they did claim the new lands for the Spanish Crown. The church was anxious to find more converts to Christianity and anticipated building missions and cathedrals in California. In order to build such missions and cathedrals, the Spanish forced the Indians to work for them. They showed the Indians how to make adobe bricks and clay tile for roofs. Once the missions were completed, the friars forced the Indians to care for crops such as corn, wheat, melons, and potatoes. Children as well as adults were forced to work. This meant a totally new way of life for the Indians. Many Indians perished from diseases brought by Spanish settlers and soldiers. Indian revolts were quickly subdued by Spanish soldiers.

Activities for Problem III

1. Research the motives for finding a waterway across the North American continent. Trace the route and the continents affected by such a route. "What goods and products were involved? Where were they gathered? Where were they going? What were they traded for and by whom?" Gather information from encyclopedias, texts, and library books. Make oral or written reports to share the information with the class.
2. "Why were California and the West Coast the last unknown lands in the United States?" Trace the European expansion across the United States. "What things prevented this expansion to the west?" (See the 4th Grade Unit on the Plains Indian.) "What factors were changed to bring about this later expansion? Did the Spanish move from the Eastern United States to the West Coast?"
3. Write individual reports or conduct panel discussions on the accomplishments of early Spanish explorers such as Juan Rodrigues Cabrillo and Sebastian Vizcaino. Other topics to pursue might include: exploration of inland waterways; the naming of the Bay of San Diego; Spanish expansion in the New World; and the missions of Old California.
4. The Southern California Indians had never been war-like. "How does this compare to what you know about the early Navajos and other Indian tribes?" When another group of Indians wished to use land that one tribe regarded as their own territory, a simple request and permission granted was all that was necessary. "When the early missionaries and soldiers arrived, do you think they asked permission? How do you think this made the Indians feel? In light of the peaceful life style of the Indians, what do you think happened next?" Role play the roles of the Indians and the first white men.
5. Discuss the tools the early explorers brought with them. "What do you think the California Indians thought when they first saw tools such as axes and large metal cooking pots." The Spanish also brought horses with them. The Indians had never seen horses before. "How do you think they reacted

to this new sight?" Write a story describing the feelings of a small boy or girl your age who has recently met the white men. Describe how he feels, what he thinks, what he sees.

6. Find information which tells how to make adobe. This was taught to the Indians by the Spanish. "What materials are needed? What is the procedure? How long does it take? What advantages does it have as a building material? Could you use this material for your school? Why or why not?"
7. Read in encyclopedias and texts to acquire information about the structures, buildings, walls, church, cemetery, storerooms, workshops, and dormitories contained in a typical California Spanish mission. Report the information to the class. Make up questions to ask about the information you share.
8. Each mission tried to be self-supporting. "What were the reasons for this wish? Where would the missionaries obtain any supplies and materials they couldn't raise or produce themselves? What were some of the foods raised by the early missions?" Sample: corn; wheat; melons; potatoes; pears; plums; peaches; apricots; and grapes. "What kinds of things are necessary to enable crops such as these to flourish and grow?" Pupils will name those tasks that are important in the raising of each of the named crops. "From what you know about the nonagricultural life of the Southern California Indians, what do you think their reactions were when the friars told them to care for these crops?"
9. From what you know about the life style of the Southern California Indian as gained in the activities of Problem II, examine the new way of life forced on them by the missionaries. Categorize the data into two charts. Sample:

Life Before the Spanish	Life Under the Missionaries
Nonagricultural.	Tended crops.
Gathered acorns.	Followed rigid routine.
With own people.	Lived in dormitories.
Had ceremonies.	No ceremonies allowed.
Diet varied.	Same daily diet.
Free time.	

10. "Name all the new skills taught to the Indians by the Spanish. Do you think this was good for the Indians? Why or why not? What makes you say this? On the basis of what you know about the peaceful nature of the Indian, are you surprised that the Indians did not resist the Spanish more violently? Support your answer with specific facts."

Add your own activities:

Culminating Activities

Students can dramatize a hypothetical encounter between members of a tribe just studied with a stranger from an outside tribe. The stranger is trying to suggest new ways of performing some task, or some new food or way of preparation, or tools to the Southern California tribe. The students will enact the tribe as they dismiss the suggestions and refuse to change.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Flat map of the United States.
2. Sources for research: magazines; books; and encyclopedias.
3. Book jackets.
4. Pictures of West Coast Indians.
5. Relief map of the United States.
6. Watercolor and tempera paint.
7. Crayons.
8. Construction and butcher paper.

Sources for Teachers

Sonia Bleeker, The Mission Indians of California, William Morrow and Co., 1956.

Matthew W. Stirling, Indians of the Americas, National Geographic Society, 1955.

GRADE 4

Theme: CULTURAL GEOGRAPHY

Teaching Unit Title: THE KIBBUTZ IN ISRAEL

Basic Generalizations

The specific objectives of the unit are derived from the following generalizations:

1. People living in a particular physical environment or in similar physical environments use the environment according to their cultural values, knowledge, and technology.
2. Ways of living differ from one society to another and within the same society.
3. Every society has formed its own system of beliefs, knowledge, values, traditions, and skills which may be called its culture.

Specific Objectives

Understandings. To help the Navajo pupil:

1. Understand that both man and nature change the character of the earth.
2. Understand that every culture must provide for the satisfaction of the elementary biological requirements such as food, shelter, and emotional support.
3. Understand that all cultures require a certain minimum of reciprocal behavior for co-operation to obtain subsistence and other ends of social life.
4. Understand how a division of labor makes it possible to increase production.

Attitudes. To help the Navajo pupil:

1. Evaluate information and sources of information objectively before accepting evidence leading to generalizations.
2. Value work, initiative, and honesty.
3. Appreciate the value of knowledge as an aid in explaining the changes of the world around him.

Skills. To help the Navajo pupil:

1. Use the table of contents to locate information.
2. Use the map legend to interpret symbols.
3. Classify data and test hypotheses against data.

Suggested Initiation Activities

1. On a large wall map of the United States, locate the areas of the other units for four. Ask: "On what continent are the groups of people located? What other people or countries have you studied in other grades? Are these other countries near to the United States or far from it? How do you know?" Use a globe to locate the other countries. Measure the distances on the globe between Navajoland and the country mentioned. A length of string is useful. Have the student measure the distance and then mark this distance on the chalkboard. Comparing the distances of several

different countries from the United States can be facilitated if the lengths are marked off from a starting vertical line.

2. Display pictures, bookjackets, books, and slides that show the transformation of arrid land into productive agricultural centers.

Problem I

What do we know about the geographic characteristics of Israel?

Content

Israel is a very small country with both a varied climate and surface relief. Much of Israel can be classified as desert. In this respect it is similar to the Four-Corner area; however, Israel lacks severe winters. Although much of the land is desert, Israel is not flat but has many hills. The shortage of fresh water is a problem since the Mediterranean Sea, the Dead Sea, and the Sea of Galilee are all salt water. Israel has several rivers running through it and along its border.

Activities for Problem I

1. On the basis of initiation activity No. 1, locate Israel on a world map and then on a globe. Use a string to measure the distance on the globe between the United States and Israel. "How does this distance compare to the distances we measured earlier? What can you say about the distance from Israel to Navajoland? Is it further or nearer to our town than San Francisco? than New York? than ______________?" Students can then compare the location on the globe in north-south terms. Compared to Navajoland, is Israel east, west, north, or south of Navajoland? How do you know? Compare Israel to the other locations identified in initiation activity No. 1. Is Israel north, east, south, or west of these locations?
2. "What would you see if you took a trip through Navajoland?" As the children enumerate all the geographic features they would see, list these on the board. Have the students suggest picto-symbols appropriate for each of the items enumerated. Gather books, filmstrips, slides, and pictures that illustrate the geography of Israel. Try to choose pictures showing varied types of relief and climate: desert; marshland; drained marshes; hills; and coastal plains. "What pictures remind you of features in the Navajo nation? What pictures are different from anything you have seen in the Four-Corners area?"
3. Using reference sources such as the encyclopedia and nonfiction books on Israel, have students investigate the physical characteristics of Israel. Prepare an outline map of Israel. Students will draw as accurately as possible and label with appropriate symbols the Mediterranean Sea, the Dead Sea, the Sea of Galilee, and the Jordan River. Compare these maps to ones of Navajoland. "What can be said about the amount of water on the two maps? What difference would this make? What makes you say that? How do you think life would be different in Navajoland if the water bodies located in Israel were located in Navajoland?"
4. On the basis of the last questions posed in activity No. 3, students will write a response and

explanation to this statement: "If the amount of water available in the Navajo nation were limitless, the life of the people would be different." Students should be encouraged to examine as many different aspects of change as possible and to offer examples of their projections.

5. On the basis of activity No. 3, compare the length of the Jordan River with the Colorado River. Compare the two rivers with the length of the Mississippi River. Obtain information from an encyclopedia providing data of volume, length, width, etc., of each river. Compare these rivers on the basis of the new data. "Would you have predicted this? Why?" Point out the sources of the three rivers. "Where does the Jordan flow? It flows from higher to lower ground. Look at elevation maps of the United States. Do the Colorado and the Mississippi Rivers also flow in this manner?"
6. On the basis of the preceding activities, make a data retreival chart similar to the following example. Students will add data that characterizes each river and then identify those similarities and differences that the chart reveals:

River	Length	Volume (Lowest)	Volume (Highest)	Narrowest	Widest
Jordan					
Colorado					
Mississippi					

7. Construct relief maps of Israel using a salt, flour, and water mixture or Plaster of Paris. Indicate changes in elevation by different colors. The maps may be painted with either watercolor or tempera paint. Include a map legend.
8. Examine a rainfall map of the United States. Compare this to a rainfall map of Israel. What can you say about the two maps? What portions of the U. S. have similar rainfall patterns to parts of Israel? What differences do you see? What can you say about these differences?
9. Compare a land-use map of Israel to the rainfall map of Israel. Compare the land area covered by the Navajo Nation to Israel in terms of rainfall and land use:

	Rainfall in Inches	Land Use
Both Have		
Navajo Nation Only (Israel does NOT have)	Some less than 10 in. Some 10-20 in.; some 20-40 in.	Mostly grazing; some non-irrigated farming; some irrigated farming; few forests.
Israel Only (Navajo Nation does NOT have)		

The teacher explains only the outline of the chart. Students consult the rainfall maps and land-use maps to complete the chart. When they have completed Navajo Nation Only and Israel Only on the chart, they examine the data and complete the Both Have spaces.

10. On the basis of activity No. 9, students will discuss the similarities and differences between land use in the Navajo Nation and Israel and will offer hypotheses to explain these differences. Sample of student responses:

THE KIBBUTZ IN ISRAEL

Similarities	Differences	Causes of Differences
Many desert areas.	Israel irrigates extensively.	Perhaps Navajos don't want to change the land.
Similar rainfall.	Navajo Nation devoted to grazing.	Navajo farmers might not have enough money to buy equipment.
Small land area.		Sheep are a Navajo way of life and they need the land.

11. Read a short description of the heat and dryness of a desert in Israel. "How is this like your summer? How is this like your winter? How do you feel in the heat in summer?" Show a variety of desert scenes that are quite different. "What is a desert? If all these pictures show a desert and they are very different, what do these places have in common? Why are they called deserts? What are the names for the different deserts? What kind of desert are we in now? What particular kind of desert does Israel have? Is this different or similar to the desert you have in Navajoland?" The pupils can research the topic of deserts in the library and compile a list of characteristics applying to the concept.
12. Divide the class into groups of 4 to 5 students. Distribute texts on Israel. Direct students to consult the table of contents and write the page numbers where information on the following topics are found: climate; kibbutz life; deserts; agriculture; products; swamps; rivers; cities; irrigation; and religion.
13. From several bibliographic sources listed as well as encyclopedias have students read to find out the foods eaten during breakfast, noon meal, and supper on a Kibbutz. Compare this with what pupils eat for the same meals at the boarding school and when they are at home. "How are the foods the same? How are they different? What is your "big" meal of the day? What is the big meal on a Kibbutz? What are they different?" Students will enumerate the possible reasons for the difference.
    Students will describe accounts of shopping with their mother and father at the trading post or town grocery store. "Could this happen on a Kibbutz? What makes you say this? Do people on a Kibbutz need to go shopping for groceries? Do they use money? Who provides the things they need? Who provides the money for the things you need? How does your father earn money? How would the father on a Kibbutz be paid for his work? Would he be paid in money? What does he get in exchange for this work?"

Add your own activities:

Problem II

What do we know about the life in a kibbutz?

Content

People who live in Israel are called Israelis. Some Israelis, about 4 to 5%, live in a farming village called a kibbutz (plural kibbutzim). Kibbutz means "together" or "group" in Hebrew. The kibbutzim are farming villages built in many different parts of Israel: lush; desert; or drained swamp areas. The deserts have been turned into good farms through the hard work of the people of the kibbutz. Defense has been a prime reason for the creation of kibbutzim.

Life in the kibbutz is similar in some ways to the life of the Navajo child in a boarding school. The children of the kibbutz do not live with their parents. Although there is a trend among many kibbutzim to allow and encourage children to live in the same house as the parents, traditionally the children live with other children of the same age. The children eat with each other; the adults eat in one large room. The division of labor on a kibbutz is complete. By dividing up jobs, people get more accomplished. The kibbutz children work also; they learn to do different kinds of jobs required on the kibbutz. People work in the fields to produce corn, wheat, fruits, and garden vegetables. In return for work the people share the products and things purchased by their sale. Children are supported by the joint efforts of the community.

Activities for Problem II

1. Tell students that they are going to study a particular group of people called Israelis who live in farming villages. There are many villages in Israel in addition to cities. The village is called a kibbutz (kih-boots). Kibbutz means "together." Teach pronunciation and meaning.

   The book, My Village in Israel by Gidal, Sonia, and Tim, page 25, paragraph 3 has an excellent definition. Given several definitions of a kibbutz, ask: "Do the people who live in the kibbutz own their own homes? Do your parents own their homes? Do the people in a kibbutz need money? Do your parents need money?"
2. Using an opaque projector, show maps and pictures of Israel's cities and villages. An additional type of settlement is the moshav (plural moshavim), which is partly collective. On the maps point out the symbol for cities. Compare the pictures of a kibbutz to emphasize the differences between a village and city. "All Israel's people do not live on a kibbutz. Most of them do not live there, but live in cities. Is this true in the United States? Is this true in the Navajo nation?" If the entire class went to Israel to live, probably one child out of the 20 or 25 would live on a kibbutz. So about one person in 25 lives on a kibbutz in Israel.
3. Show pictures of people clearing the land and of irrigation sprinkling systems. Ask: "What kind of work are these people doing? Why do they need to water their crops? What crops in your state do better if irrigated?" Compare pictures with one of nomads in a desert or some desert area prior to reclamation by irrigation. "Why do those people use the land differently? Where

do you think the water comes from to irrigate this land?" Explain and offer examples of the concept irrigation. "If this picture were of people in Israel, where do you think they got the water?" Have students identify those bodies of water that would yield irrigation water. It should also be noted that in biblical times the nomads arranged the rocks in the desert so that whatever water would fall would collect into a pile and was stored until used.

4. "Is salt water appropriate for irrigation? How do you know this to be true?" Students can conduct experiments to compare the growth of two identical seedlings. One plant is watered every day with plain water. The other plant is watered with salt water. Examine the plants after one week.
5. "How could you move the water from here (a given lake or river) to the kibbutz?" Students can suggest possible means of transporting the water. Point out the irrigation ditches in the pictures of irrigation and explain how water is moved from the source to the fields. Ask: "Who do you think would dig the ditches? (men from the kibbutz?) Do Navajo men do this job? Why do you think this is true?" Discuss the roles and duties of Navajo men and women. How are they different? What jobs do the men perform? What jobs do the women perform? Point out that since there is so much extra work to be done in a kibbutz, the people have learned to live in a way that is different from the way that the students live. The women in a kibbutz work at different jobs including those in the fields and so leave their children during the day in order to do these jobs. The children are left in a nursery with other kibbutz children. "How is this different from your life at home? Do your mothers work outside the home? If so, what happens to the children in the family while she is gone?" Remember that the children are quite happy living with children their own age. Also note that the members of the kibbutz work primarily within their kibbutz only.
6. "Suppose you could imagine a town where all the parents live in one part of the town and the children lived in another part of the town. Who do you think takes care of the children? What makes you say that? How do you think you would feel in this situation? Do you think the kibbutz child would feel strange in your family situation? Why? What does this tell you about the things that seem natural to any person?"
7. From one of the bibliographic sources, read selections that depict a typical day for a kibbutz child. Ask the children to listen for ways in which a kibbutz child's life is different from theirs. List these on a chart showing comparisons between Navajo family life and kibbutz life. Keep the chart for later reference.
8. Determine with the children the different buildings needed on a kibbutz that are not found in a Navajo town. List the buildings as students respond to the question. Show pictures and ask children to look for different buildings not mentioned yet. Possible student responses: adult dining room; kitchen; children's house; and adult's house.
9. On the basis of earlier activities plus research in the library on the physical characteristics of the kibbutz, students will construct a model kibbutz, using boxes as buildings. Or students may make a mural showing the layout of a kibbutz. Remind students to note both agricultural and industrial work in their project.

10. Prepare a demonstration on division of labor. This can be an exercise as simple as preparing the materials for an art lesson involving stapling, cutting, pasting, and coloring. If you are trying to produce an item in many numbers, this is an efficient means. Divide the class into jobs, explain their functions and how the operation yields the final product. It may be interesting to divide the class into two sections. One section can be divided according to the directions above (division of labor). The second half of the class can perform the same operations, except that each individual child performs each and every task until the final product is assembled. Time the two groups. "Which section took the least time? What problems did they encounter? Which section took the most time? What problems did they encounter? What can you say about the comparison between division of labor and a situation where everyone performs all the tasks? What makes you say that?"
11. "Since the kibbutz is essentially a farming village, what do you think is the most important job in a kibbutz? What other buildings should belong in a model kibbutz?"
12. On the kibbutz the children live within about a block area from their parents. The parents and children are in quite close and constant contact.

    Read in the literature to find the routine of parents and children at night. "Do the children stay with the parents at night? Who puts the children to bed? How is this different from your life in the boarding school? How is this different from your life when you are at home? What are some of the reasons a child might have for wanting a parent at night?" Students will enumerate all possible reasons. "How did you feel when you moved to the boarding school and you wanted your mother or father during the night? Who was there to take care of you? Did another child take care of you? How did you feel? Why do you think you felt this way? What did you do? What happened next?" (Lead students to generalize that they have learned to expect certain kinds of behavior). Just as a bunk-mate helping you if you awake in the night seems natural to you now, so the children in the kibbutz feel that another child comforting them in the night is natural.

    "Do you think that parents and children visit each other in a kibbutz? Why do you say this? Do your parents visit you at the boarding school? How is this similar and different from mothers and fathers visiting their children on a kibbutz?"
13. Show pictures of children of different ages playing and eating together in a kibbutz. "How is this like your life at the boarding school? How is this similar and different from mothers and fathers visiting their children on a Kibbutz?"
14. "Who cares for young children and babies when you are at home?" Do research in the literature for the way the Kibbutz cares for babies. Discuss the role of the nursery. "Who takes care of the babies? What are the mothers doing while the other women in the nursery care for the babies? How is this different from your home situation with young children? What would happen to your young brother or sister if your mother or father didn't care for them?" On the basis of activity No. 9, students may wish to add the nursery to the previous buildings constructed or drawn.

15. From one of the bibliographic sources describing and providing pictures of a toddler's dining room under the supervision of a nurse, ask children to describe thejob of the nurse. "What do you think it would be like for one mother acting as nurse to care for so many children? In your home, who cares for all the children at meal time? What kinds of things does your mother teach the young children at meal time? What kinds of things do you think this nurse will teach these children?"

16. "Since the children in a Kibbutz have spent each day together in the nursery during play time, meal time, and at night, do you think they will have the same problems getting acquainted as Navajo children coming to their beginning year at boarding school?" Discuss. "What makes you say this? Children in a Kibbutz regard one another much as brothers and sisters. Does this describe the way you feel about some of your closest classmates? How is it the same? How is it different?"

17. Show pictures of children on a Kibbutz working. "How is this like the work you do when you are at home during vacation or on weekends? How is it like the work you have to do while you are at school? How is it different from your work at home and at school? Why do you think the children on a Kibbutz do one job for part of the time and then another for the rest of the time? How is this like the training their father or mother gets for the work they do on the Kibbutz? How is the Kibbutz training children to perform the jobs the adults do? How do the jobs of the adults on a Kibbutz differ from the jobs of the children?"

18. Show a picture of some family during leisure time playing together. Ask: "What do you see? What is the family doing? Who are the parents playing with? Who is getting the most attention? Why do you say this? What do you think is the reason for this? Do you think all Navajo families are alike in the ways they play with their children? Why? Do you think all kibbutz families are alike in the ways they play with their children? Why do you say this? In your family, who else plays with you besides your father and mother? Do you think the older brothers and sisters in a kibbutz family would play with young children? What makes you say this? Why do you think older brothers and sisters visit younger brothers and sisters on a kibbutz?"

19. Have students enumerate all the jobs they know are important to the operation of a farm. "What people do these jobs. What foods are involved in these jobs? What machines and equipment do these people use on the job?" Point out that a kibbutz has a wide variety of machinery. "Do you think all this machinery could be used effectively on a one-family farm? Why? Who operates all the equipment on a kibbutz? Do you think irrigating is hard work? Why do you say this? What equipment could be helpful in irrigating land?"

20. Students will list the misbehavior and punishment they can recall from their own experiences. "Suppose a child your age on the kibbutz misbehaved. Who would punish him? His father? His mother? His nurse? What makes you say this? How do older brothers and sisters help a young child learn how to behave? How do children in the kibbutz teach each other how to behave? Do you try to do things the way your friends want you to? Why? How do you think this is like or different from a child your age in a kibbutz? What kinds of things do Navajo parents do to get their children to behave the way they want them to? Why are some things punished and others not

punished but simply ignored?" (Some kinds of behavior are most highly valued.) "What kinds of things you do would be considered good behavior on a kibbutz? What kinds of things you do would be considered bad behavior on a kibbutz?"

21. Examine a list of class or school rules the class already knows. "Which of these rules are different from what would be expected for a child on a kibbutz? How would a child on a kibbutz learn these rules if he moved to your school?"
22. Make a mural comparing Navajo family life with kibbutz family life. Scenes could include mealtime, sleeping rooms, jobs of children, jobs of mother, jobs of father, taking care of babies, or family playing together or sharing things.

Add your own activities:

Culminating Activities

Students will write, edit, and select material that might simulate items of interest for a kibbutz newspaper. (The newspaper is written by kibbutz members for fellow members.) The final paper can be written or printed on a ditto master and shared with other fourth grade classes. Some topics that might be appropriate are: new crop yields; plans for irrigation expansion; decisions; and concerning the welfare of the kibbutz.

Unit Resources

These items are the basic classroom materials required for the activities. Some sources for teachers are also listed.

Classroom Materials

1. Wall map of the United States and the world.
2. Globe.
3. Pictures of irrigated land.
4. Scissors, butcher paper, construction paper.
5. Encyclopedias, resource materials on Israel.
6. Felt tip pens to draw outline map.
7. Salt, water, flour, or Plaster of Paris.
8. Writing paper and pencils
9. Opaque projector.
10. Seedlings, appropriate vessels, salt water, tap water.
11. Cardboard boxes.

Sources for Teachers

O. Hillel, A Kibbutz Adventure, Frederick Warne and Co., Ltd., 1963.
Gail Hoffman, The Land and People of Israel, Lippincott, 1960.
Charles Joy, Getting to Know Israel, Coward-McCann, 1960.